

HISTORICAL  
COLLECTION

CURRICULUM

LB  
1588  
C2  
A313  
1968

ALTA  
613  
1963  
Gr1-6

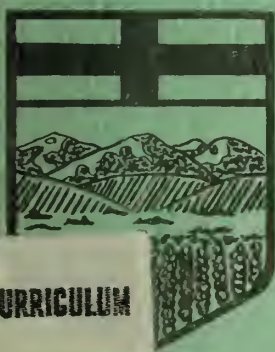
CURRGDHT

CURR





# Curriculum Guide for ELEMENTARY HEALTH



DEPARTMENT OF EDUCATION  
EDMONTON, ALBERTA  
SEPTEMBER, 1968

## REFERENCES

A number of references have been recommended because no single series will meet the needs of any particular grade. References for grades both above and below your grade should be consulted, as grade placements of many topics vary from series to series.

CHARTS ARE AVAILABLE AND ACT AS EXCELLENT SECONDARY REFERENCES.

### IRVINGSON SERIES - Dimensions in Health

A <sub>1</sub>	Gr. I	<i>All About You</i>	Irwin, Farnsworth, Coonan, Gavel
A <sub>2</sub>	Gr. II	<i>You and Others</i>	Irwin, Farnsworth, Coonan, Gavel
A <sub>3</sub>	Gr. III	<i>Growing Every Day</i>	Irwin, Farnsworth, Coonan, Gavel
A <sub>4</sub>	Gr. IV	<i>Finding Your Way</i>	Irwin, Farnsworth, Fraumeni
A <sub>5</sub>	Gr. V	<i>Understanding Your Needs</i>	Irwin, Farnsworth, Fraumeni
A <sub>6</sub>	Gr. VI	<i>Choosing Your Goals</i>	Irwin, Farnsworth, Fraumeni

### LAIDLAW HEALTH SERIES

B <sub>1</sub>	Gr. I	<i>Health 1</i>	Byrd et al.
B <sub>2</sub>	Gr. II	<i>Health 2</i>	Byrd et al.
B <sub>3</sub>	Gr. III	<i>Health 3</i>	Byrd et al.
B <sub>4</sub>	Gr. IV	<i>Health Science 4</i>	Byrd et al.
B <sub>5</sub>	Gr. V	<i>Health Science 5</i>	Byrd et al.
B <sub>6</sub>	Gr. VI	<i>Health Science 6</i>	Byrd et al.

### MACMILLAN HEALTH SERIES

C <sub>1</sub>	Gr. IV	<i>Health Around the Clock</i>	Prunkl & Lougheed
C <sub>2</sub>	Gr. V	<i>Health Through the Seasons</i>	Prunkl & Lougheed
C <sub>3</sub>	Gr. VI	<i>A Lifetime of Health</i>	Prunkl & Lougheed

AK 11  
610  
1968  
Gr 1-

## ACKNOWLEDGEMENT

The Department of Education acknowledges with appreciation the contribution of the members of the Elementary Subcommittee on Health to the present curriculum guide. The Elementary Health Subcommittee operated under the direction of the Elementary School Curriculum Committee.

### Subcommittee Elementary Health

W. H. Fayter, Chinook Elementary School,  
Calgary  
F. G. Anderson, Calgary Public School Board  
P. A. Skau, Elbow Park School, Calgary  
Mrs. W. L. Vanderburg, Kensington Road  
School, Calgary

### NOTE

*This curriculum guide has been prepared as a service bulletin to teachers. It contains, as well as content, methods of developing the program. Teachers should note that the official statement concerning the course is in the program of studies and that the decision to use this guide or any part thereof is, therefore, a matter of personal preference.*



Digitized by the Internet Archive  
in 2012 with funding from  
University of Alberta Libraries

## TABLE OF CONTENTS

	<u>Page</u>
Foreword	
Child Growth and Development Chart	
Overall Objective	1
General Aims and Objectives	1
Sequence Grid	3
Health Scope Chart	4a
Explanation of Format	5
Units by Grades	
Grade I	6
Grade II	22
Grade III	38
Grade IV	56
Grade V	78
Grade VI	100





## F O R E W O R D

### What is Health?

The World Health Organization defines health as a state of complete physical, mental, and social well-being - not merely the absence of disease or infirmity.

### Why Health Education?

The purposes of health education do not stand apart from the purposes of education itself. To understand one is to understand the other. Education involves a constant questioning, reappraisal and reexamination of values and goals and of the methods and techniques used in seeking and achieving them. Thus the central emphasis in all of education must be the fostering of the ability on the part of each individual to think independently. Each child must come to live his own life with some measure of responsibility. The closer the school can bring him to the establishment of a value structure of his own, the better prepared he will be to meet the demands life makes of him. The ultimate goal of health education, therefore, is to liberate man's potential strength, energies and creative powers so that his actions become deeply satisfying and humanly constructive. Educators must teach individuals to look beyond health as an end or goal, and to utilize health as a means used in the achievement of life's goals.

### What Approach?

There is no single method of incorporating health education into the curriculum; every opportunity for strengthening desirable health behavior and understanding should be utilized. A well-organized school health program gives proper emphasis to direct health education as well as to the supplementary or integrated education inherent in other subject matter areas. Cocurricular activities, auditorium programs, day-by-day healthful school living, and the experiences of pupils with school health services and community health projects, all make their contribution to the health education program.

Health education in the elementary grades is primarily the classroom teacher's responsibility. At this level, health teaching is directed toward helping children develop and maintain desirable habits and attitudes toward healthful living. The alert, interested teacher may relate much of her health teaching to pupil activities throughout the school day and to the interrelationships of pupils to each other and to herself. The ultimate goal for health education may be achieved if there is strength in the leadership.

### How Can You Use This Guide?

This guide presents a point of view about health, it suggests procedures, materials, experiences, objectives and the like which may be useful to you. However, each school and each community has different problems in health education. No group, nor course-of-study committee, nor book could outline for you the best procedures for your school and your program. It is hoped that the guide will serve as a source which may offer helpful suggestions and ideas for a health program.

### Conclusion

The school alone cannot attain all the desirable goals of individual health and community health. The ultimate value of health education cannot be measured by ordinary standards or in ordinary periods of time. One bit of health information properly applied may save a life now or forty years from now. That single life may be so valuable to society that this health education learning may be of greater value than any other bit of learning that the individual may have experienced.

## OVERALL OBJECTIVE FOR ELEMENTARY HEALTH EDUCATION

To develop sound health habits and attitudes of the individual through a background of information based on scientific facts about the body, its functions and its care.

### GENERAL AIMS AND OBJECTIVES

#### I. Body Structure and Function

To develop an understanding of body structure and function as a basis for healthful living.

The study of body structure and function helps children understand how physiological processes go on and growth takes place. It serves as a basis for helping children see the need for certain practices which sometimes seem too time consuming and unnecessary. Young children may not be interested in knowing about what makes them "tick", but as children progress into the intermediate grades they become concerned about how their hearts function, how digestion takes place and so on. Since the intermediate child is particularly interested in taking stock of his physical condition, this period is ideal for further extending and refining the learnings concerning structure and function.

#### II. Food and Nutrition

To develop the acquisition of good food habits, understandings, attitudes and appreciation as they affect the child's health.

In the primary grades the teacher is concerned with helping children develop favorable attitudes and eating habits. In the intermediate grades emphasis is on continued practice of good habits and on gradual understanding of the need for eating well-balanced meals each day. It should be stressed that it is important to eliminate between-meal snacks of sticky sweets like toffee and cookies which greatly increase tooth decay.

#### III. Prevention and Control of Sickness and Disease

To develop in the child attitudes, appreciations, understandings and worthwhile healthful practices which contribute to the protection and promotion of his own health and the health of the community.

During the primary grades much of the health instruction is concerned with helping the child develop practices which will protect him and others from common diseases and from illness of any kind. Children in Division II are curious to know how diseases spread. They should leave the elementary school not only with effective

health practices, but also with understandings which are necessary for competent citizens.

#### IV & V. First Aid and Safety

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

Careful work in safety education throughout the elementary grades will help eliminate some of the causes of accidents by changing attitudes and increasing skills and knowledge.

#### VI. Cleanliness and Personal Appearance

To develop those attitudes and appreciations which encourage continued improvement in acceptable appearance, cleanliness and correct posture.

When a child enters school he is faced with the problem of being responsible, more than ever before, for his body care and grooming. As a child progresses through the primary grades into Division II, he grows in his understanding of the necessity for the kinds of health habits and experiences which help him care for his body and improve his appearance.

#### VII. Personal Development and Mental Health

To help the child acquire a sense of belonging and adequacy so that he can adjust to the demands of daily life and establish satisfactory relationships with others.

Desirable changes in behavior patterns take place when the child has an opportunity to express his feelings. He develops the ability to establish relationships with others, to meet changing conditions and thus gains a growing sense of personal effectiveness. It is advisable that the teacher avail herself of opportunities to further good personal development and mental health.



SEQUENCE GRIDELEMENTARY

TOPIC		GRADE					
		I	II	III	IV	V	VI
1	Body Structure and Function						
	A. Sense Organs						
	Eye				X		X
	Ear				X		X
	Nose and Throat				X		X
	B. External Features						
	Skin	X		X			
	Hair			X			
	Nails			X			
	C. Body Systems						
	Circulatory				X		X
	Respiratory					X	
	Digestive			X			X
	Nervous						X
	Skeletal and Muscular					X	
	D. Dental Health						
	Structure and Function		X			X	
	Care of Teeth	X	X			X	
2	Food and Nutrition	X		X			X
3	A. Prevention and Control of Sickness and Disease		X		X	X	
	B. Community Health		X				X

TOPIC		GRADE					
		I	II	III	IV	V	VI
4	First Aid				X	X	
5	Safety Habits and Attitudes						
	A. At Home	X			X		
	B. At School	X	X		X		
	C. Community						
	Traffic	X		X		X	
	Fire Prevention			X		X	
	Water		X			X	
6	Cleanliness and Personal Appearance						
	A. Grooming		X		X		
	B. Care and Selection of Clothing	X		X			
	C. Posture	X		X		X	
	D. Rest, Relaxation and Sleep		X		X		X
7	Personal Development and Mental Health				X	X	X

<u>HEALTH SCOPE CHART</u>		<u>HEALTH SCOPE CHART</u>		<u>HEALTH SCOPE CHART</u>		<u>HEALTH SCOPE CHART</u>	
	<u>Grade I</u>	<u>Grade II</u>	<u>Grade III</u>	<u>Grade IV</u>	<u>Grade V</u>	<u>Grade VI</u>	
Body Structure and Function	Care of skin Keeping face, neck and hands clean Teeth and mouth require careful attention	Temporary teeth replaced by permanent teeth Development of healthy teeth depends upon food, cleaning and regular dental care Good teeth are of great importance too	Skin care and protection Cleanliness of face, neck, hands Care of hair Care of comb and brush Care of nails Good eating habits Water is essential to the healthy body	Eye-function, structure, care, tests Ear-function, structure, protection, defect Difficulties encountered by deaf and dumb Nose-function of; prevention of germs from entering body; health practices in care of, Circulation - function, structure, rest periods	Respiratory-function, structure, infections, defects, protection Skeleton and muscles-function, structure Importance of exercise Structure of tooth Types of teeth Care of teeth; decay, reduction Function of dentifrices Attitudes re: bands, care of gums	Eye-function, structure, care of, infection, eyeglasses Ear-function, structure, care of Nose and throat-structure, function, common diseases, care of cold Circulation-function, structure, care Digestive-structure, function, eating habits Relationships between fillings, consumption of food Nervous-function, structure, habits, care of	
Food and Nutrition	Importance of milk and fruit juices Development of pleasing eating habits Cleanliness in handling foods		Nutritive values of dairy products Margarine as a substitute for butter Variety of fruits and vegetables Willingness to try new foods Necessary foods for body building Adequate breakfast, lunch and dinner Acceptable eating habits Elimination Washing hands before eating			Adequate diet Canada's food rules Quiet activities before and after meals Contribution to happy family mealtimes Effects of emotion Relationship-diet, body weight	
Prevention and Control of Illness and Diseases		Prevention and control of colds and other infectious diseases Awareness of classroom environment Regular health examinations Importance of staying home when ill Avoidance of handling unfamiliar substances Individual's obligations for cleanliness Group's responsibility for healthful school environment Community protection of foods Relaxation after stimulating activities Quiet, happy period before bedtime Need for adequate sleep Development of independence for bedtime and early morning routine		Relationship-bacteria-communicable diseases Early symptoms of illness Consideration of others when ill Signs of fatigue Selection of T.V. programs Alternation of quiet and active work or play Regular hours for sleeping Mental and emotional activities that release tensions	Importance of rest Foods, cleanliness, immunization Causes and spread of diseases Caution in use of medicine and drugs	School health problems Selection of eating place Voluntary health agencies Canada's health problems Health heroes	
First Aid and Safety	Awareness of common accidents in home Slippery surfaces Basement: Scene of many accidents Safety in classrooms and halls Safety on playground, playroom and gym Safe bike practices Appropriate behavior on bus Toys on sidewalk Safety patrol Street and pedestrian safety	Importance of supervised and safe swimming areas on the beach Avoiding potential sources of danger Safety in the classroom and halls Safety on the playground and in the gym	Persons who help us with traffic safety	Simple first aid for common accidents "Transportation" of victim Home-common accidents, places and types School-safety at schools, playground, games	Traffic-urban and rural Common causes and treatment in first aid Emergency situations (recognizing, dealing) Fire drills Prevention in home Water-rules for swimming, boating, ice		
Cleanliness and Personal Appearance	Use of clean and appropriate clothing Ways of caring for one's own clothing Choice of chairs and tables that "fit" Correct posture for sitting Frequent change of position	Care of hands and face Care of hair Pride in being neat and clean		Routines Frequency of bathing Own responsibility in personal care	Posture-body's framework Relationship fatigue-posture Appearance	In connection with appearance: Individual signs of fatigue Standards for sleep Importance of relaxation Opportunities and ways to relax	
Personal Development and Mental Health				Art of relaxation Difference between humor and teasing Relationship between rest and behavior Friends Solutions of problems	Standards for acceptable behavior Facing difficulties squarely Facing reality Responsibility-leadership, followership Respect for self and others Worthy example for younger children	Peer-group relationships Cooperative planning Solving individual problems Establishment of acceptable emotional patterns Forming worthwhile goals Study habits	





## EXPLANATION OF FORMAT

### Re: Column I - Texts and Materials

Other references include health textbooks that you might wish to purchase or might have in your school. The Department of Public Health, Government of Alberta, Edmonton, will supply a list of material for health instruction upon request.

*Health Education Service - Films*  
*Health Education Film Guide*

A few audio-visual materials are indicated in this column. Space is provided for the teacher to make additions. Since audio-visual materials are subject to frequent revision, teachers are referred to the current catalogs and supplements for up-to-date listings.

### Re: Column II - Content

The contents listed in this column are important understandings, attitudes, and habits which pupils should acquire in each of the health units for the specific grade. These are based upon the growth and developmental needs and interests of boys and girls at the age level of the respective grade.

### Re: Column III - Suggested Treatment

The teaching notes in this column are suggested experiences for pupils. Teachers are encouraged to select, revise, or add to these experiences according to the needs, interests, and abilities of the pupils. We have planned for sixty minutes of health instruction per week, but even with this amount of time one might need to be selective.

Three types of learning experiences are suggested: specific experiences which form the basis of specific health instruction; experiences which may be integrated with other subjects, such as social studies, language, arithmetic, science, art, music and physical education; extended experiences which are provided for the more capable learners.

### Re: Column IV - Teacher's Notes

This column provides the teacher with a place to make any notes that would help him to become a better health teacher.

Grade

1

## UNIT I

## HEALTH HABITS AND ATTITUDES

## SAFETY (At School)

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules.

## Specific Objective:

The child learns to avoid common accident situations around the school.

## Code For References:

A<sub>2</sub> D. 156

B<sub>1</sub> pp. 21, 28-29

## Films:

TK1323 Safety on Our School Bus  
T 1187 Safety on the Street  
T 392 Safety Patrol  
T 625 Safety to and from School

National Film Board  
#1128 E.G.R.O.

The Cat Street Safety

## Filmstrips:

PK 2385 Safety to and from School  
PK 1600 Safety in the Streets

## Other References:

*Little White House* pp. 77-81  
*On Cherry Street* pp. 23-26  
pp. 205-208  
*The New Our New Friends* pp. 31-35

## Concepts to Develop

## I. SAFETY IN CLASSROOM AND HALLS:

- A. Safe use of tools, scissors, knives, pins, etc.
- B. Pick up objects which may cause accidents.
- C. Refrain from carrying sharp pointed objects in a dangerous way.
- D. Keep feet in position to avoid tripping and keep halls and aisles clear of books, clothing, rubbers and other obstacles.
- E. Take part in fire drill.
- F. Refrain from pushing and shoving.
- G. Take turns at the drinking fountain.

## II. SAFETY ON PLAYGROUND, PLAYROOM OR GYM:

- A. Choose games wisely with regard to space.
- B. Observe local rules, waiting turns.
- C. Refrain from playing on fire escapes.
- D. Notify adult in case of accident.
- E. How to open and close doors.
- F. Danger to children leaning out windows.
- G. Safety rules for stairways:  
Use hand rail.  
Don't play on stairs.
- H. Avoid radiators and steampipes.
- I. Sit properly on chairs.



Grade

1

## UNIT I I

## HEALTH HABITS AND ATTITUDES

## TRAFFIC SAFETY

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules.

## Specific Objective:

To help the child learn about traffic safety.

## Code For References:

A<sub>1</sub> pp. 34-48

A<sub>3</sub> p. 126

B<sub>1</sub> pp. 22-27

## Films:

TK1323	Safety on Our School Bus
T 1187	Safety on the Street
T 392	Safety Patrol
T 625	Safety to and from School

National Film Board  
#1128 E.G.R.O.

The Cat Street Safety

## Filmstrips:

PK 2385	Safety to and from School
PK 1600	Safety in the Streets

## Other References:

<i>Little White House</i>	pp. 77-81
<i>On Cherry Street</i>	pp. 23-26
	pp. 205-208
<i>The New Our New Friends</i>	pp. 31-35

## Concepts to Develop

## I. SAFE BICYCLE PRACTICES:

- A. Use of hand signals.
- B. Obedience to traffic rules.
- C. Care of bicycle.

## II. APPROPRIATE BEHAVIOR ON BUS:

- A. Respect for driver's authority.
- B. Necessity for children to sit down when bus is in motion.
- C. How to board a bus.

## III. PUTTING EQUIPMENT SAFELY AWAY:

- A. Roller skates, wagons and bicycles, remaining on sidewalk.

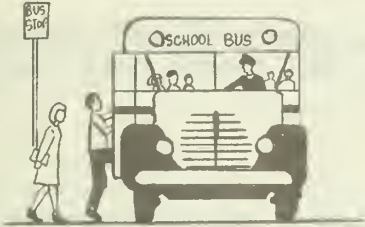
## IV. FUNCTION OF SAFETY PATROL:

- A. Duties and responsibilities.
- B. Importance of looking before crossing.

## V. STREET AND PEDESTRIAN SAFETY:

- A. Observe traffic signs.
- B. Observe rules for crossing streets.
- C. Refrain from "jay walking".
- D. Rules for walking on road or highway.
- E. Obey traffic policemen.
- F. Avoid dangers of fallen wires.
- G. Avoid playing in streets.
- H. Refuse rides with strangers and refuse to talk to strangers.



Suggested Treatment	Teacher's Notes
<p>Demonstrate correct procedure for riding a bicycle.</p> <p>Standards for success:</p> <ol style="list-style-type: none"> <li>1. Correct positioning of bikes for all manoeuvres.</li> <li>2. Correct signals given in advance.</li> <li>3. Courtesy - not crowding or pushing.</li> <li>4. Prompt obedience to traffic control officer.</li> <li>5. Dismounting on right side of bike away from traffic.</li> </ol> <p>Ask bus driver to relate experience.</p> <p>Demonstrate correct way to load and unload school bus.</p> <p>Have children practice use of emergency door.</p>  <p>Have members of the Safety Patrol visit class. Schedule talk by traffic officer. (The amount of emphasis to be given to each aspect will depend partly upon the local school situation. Rural and city traffic will present different problems which should be taken into consideration in teaching the unit.)</p> <p>Cardboard thermometers dressed in different colors to show the different temperatures thus enabling children to become more familiar with the type of clothes to be worn at each time.</p>	

Grade

1

## UNIT III

## HEALTH HABITS AND ATTITUDES

## SAFETY IN THE HOME

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules.

## Specific Objective:

The child becomes aware of common accidents around the home.

## Code For References:

A<sub>1</sub> p. 120

A<sub>2</sub> p. 67

A<sub>3</sub> pp. 112-117

B<sub>1</sub> pp. 20, 30-31

## Pamphlets:

Your Family's Safety, Metropolitan Life Insurance

Home Safety Kit: Alberta Safety Council

## Filmstrip:

PK 1818 Safety in the Home

## Concepts to Develop

## I. BEING AWARE OF COMMON ACCIDENTS HAPPENING IN THE HOME:

- A. Toys on stairs and floor as a source of danger.
- B. Danger in stoves, fireplaces, hot pots and pans, and leaking gas.
- C. Correct use of matches.
- D. Care in the use of medicine and other potentially dangerous substances.

## II. SLIPPERY SURFACES:

- A. Danger of rugs on polished floors.
- B. Wet floors cause many accidents.

## III. CORRECT USE OF ELECTRICAL APPLIANCES

- A. Serious accidents caused by washing machines, wringers and dryers.
- B. Limiting the use of the sewing machine.
- C. Proper lighting in the home to prevent accidents.
- D. Danger of turning on lights with wet hands.
- E. Proper lighting of Christmas trees.

## IV. BASEMENT:

- A. The scene of many accidents.

Suggested Treatment	Teacher's Notes
<p>Describe or act out common causes of accidents in home and ways of preventing them.</p> <p>Posters showing accidents on stairs. Show movies about falls.</p> <p>Arrange pantomime showing proper use and ways of handling tools, putting up fire screens, etc.</p> <p>Ask firemen to lecture on fire prevention.</p> <p>Illustrate various labels indicating poisonous or dangerous substances.</p> <p>Demonstrate how to fix rugs to prevent sliding. Use bath mat.</p> <p>Demonstrate use of electrical appliances. Make posters, collect pictures, show films, to illustrate various phases of safety.</p> <p>Demonstrate precautions when decorating Christmas tree.</p> <p>Visit basement; observe hazards.</p>	

Grade

1

## UNIT IV

CLEANLINESS AND PERSONAL  
APPEARANCE  
POSTURE

## General Objective:

To develop those attitudes and appreciations which encourage continued improvement in correct posture.

## Specific Objective:

The child learns the importance of good posture.

## Sources of Information

Posters on Posture, Department of Health.

## Film:

R 553 Posture Habits

## Concepts to Develop

I. CHOICE OF CHAIRS AND TABLES THAT FIT

II. CORRECT POSTURE FOR SITTING

III. FREQUENT CHANGE OF POSITION





Suggested Treatment	Teacher's Notes														
<p>Talk about ways to tell whether or not chairs and tables are the right size and height. Observe and learn about the correct size of a chair and table for an individual.</p> <p>Discuss:  Importance of sitting "tall".</p> <p>Demonstrate and Practice:  Sitting in correct position for work at table, with hands away from face.  Desirable sitting positions for relaxation.  Use pipe cleaners to make figures showing correct and incorrect posture.</p> <p>Art:  Draw pictures of children sitting correctly for various activities, such as listening, reading, eating, etc.</p> <p>Discuss:  When to change an activity.  How one feels when he stands "tall".  The importance of changing position often.</p> <p>Music - Physical Education:  Interpret music through rhythmic movements.  Participate in marching, skipping and walking to music.</p> <p>Social Studies:  Observe and discuss characteristic posture of policemen and soldiers.</p> <p>Indians:  Ask pupils to walk in a straight line with heads held high. Ask the leader (the chief) to vary arm positions.</p> <p style="text-align: center;">A Plan</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">I'll fill my chest</td> <td style="width: 50%;">I'll watch my chin,</td> </tr> <tr> <td>And breathe my best</td> <td>And hold it in,</td> </tr> <tr> <td>And stand up on my toes:</td> <td>I'll hold my head up high.</td> </tr> <tr> <td>Then down again</td> <td>And just you wait</td> </tr> <tr> <td>And up again</td> <td>I'll grow up straight</td> </tr> <tr> <td>The way a see-saw goes.</td> <td>Or know the reason why!</td> </tr> <tr> <td></td> <td style="text-align: right;">Merry Music, 1942 p. 23</td> </tr> </table>	I'll fill my chest	I'll watch my chin,	And breathe my best	And hold it in,	And stand up on my toes:	I'll hold my head up high.	Then down again	And just you wait	And up again	I'll grow up straight	The way a see-saw goes.	Or know the reason why!		Merry Music, 1942 p. 23	
I'll fill my chest	I'll watch my chin,														
And breathe my best	And hold it in,														
And stand up on my toes:	I'll hold my head up high.														
Then down again	And just you wait														
And up again	I'll grow up straight														
The way a see-saw goes.	Or know the reason why!														
	Merry Music, 1942 p. 23														

## UNIT V

## CLEANLINESS AND PERSONAL

## APPEARANCE

## CARE AND SELECTION OF CLOTHING

## General Objective:

To develop those attitudes and appreciations which encourage continued improvement in an acceptable appearance.

## Specific Objective:

The child learns to select clothing appropriate to the occasion.

## Sources of Information

## Code For References:

A<sub>1</sub> p. 103

A<sub>2</sub> pp. 37-44

B<sub>1</sub> pp. 36-37, 44-45

Seven Sanitation Posters,  
Department of Health.

## Concepts to Develop

## I. USE OF CLEAN AND APPROPRIATE CLOTHING:

- A. For School.
- B. For weather conditions.
- C. For activities.

## II. WAYS OF CARING FOR ONE'S OWN CLOTHING:

- A. Tying own shoe laces.
- B. The necessity of labeling clothing and possessions.
- C. Good housekeeping:
  - 1. Hanging up clothing.
  - 2. Putting clothing away, etc.



Suggested Treatment	Teacher's Notes
<p>Discuss: How one feels when he wears clean clothing.</p> <p>Observe and discuss: The weather and seasonal changes which require different kinds of clothing.</p> <p>Discuss: Ways of determining whether or not wraps are needed for outdoor activities.</p> <p>Use paper dolls on a flannel board to illustrate the appropriate clothing for school and different kinds of weather.</p> <p>Practice tying own shoes.</p> <p>Discuss: Tying own shoes at home. Keeping shoes tied at school. How laced oxfords help protect and support feet.</p>	

Grade

1

## UNIT VI

## BODY STRUCTURE AND FUNCTION

## SKIN

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns basic fundamentals of skin care.

## Concepts to Develop

## I. THE SKIN MUST BE CARED FOR:

- A. By taking a bath at least once a week, preferably every day.
- B. By using one's own towel and wash cloth.

## II. KEEPING FACE, NECK AND HANDS CLEAN REQUIRES:

- A. Washing twice daily with soap and water.
- B. Washing hands before eating and after going to the toilet.
- C. Cleaning and trimming nails and refraining from biting them.
- D. Care of cuticle.



## Code For References:

A<sub>1</sub> pp. 14, 24, 109, 121

A<sub>2</sub> pp. 76-82

P<sub>1</sub> pp. 36-37



## Suggested Treatment

## Teacher's Notes

Compose stories and slogans illustrating cleanliness.

Construct and furnish a model bathroom with individual towels and toothbrush holders.

Practice the necessary skill of care of skin. Experiment with water and without soap. Demonstrate the correct method of washing and drying hands, cleaning nails and brushing teeth. Check personal appearance in the mirror. Make booklets or collect pictures illustrating various phases of cleanliness.

#### Health Check Wheel:

Make a wheel 15 inches in diameter. Use a brad to fasten an arrow to the wheel. Use pictures of health practices made by pupils or illustrations from magazines. Ask a pupil to spin the arrow to select a health practice to be checked for the day.



## UNIT VII

## FOODS AND NUTRITION

## General Objectives:

To develop an interest in good food habits, understandings, attitudes and appreciation of how they affect the child's health.

## Specific Objectives:

The child is introduced to the importance of proper choice of foods and sound eating habits.

## Code For References:

A<sub>1</sub> pp. 28-30, 79

A<sub>2</sub> pp. 92-112

B<sub>1</sub> pp. 50-61

Milk Foundation of Canada

*Children's Food Habits*

*Drink Plenty of Milk* p. 21

*Listen and Sing*, Teacher's Manual  
1964, 1965

*Music in Our Town*, Breakfast,  
p. 5

## I. IMPORTANCE OF DRINKING MILK AND FRUIT JUICES FOR STRONGER BODIES:

- A. Milk and fruit juices have more food value than carbonated beverages.
- B. Need for developing a taste for a variety of foods. Willingness to try new foods.
- C. Importance of an adequate breakfast.
- D. Choice of nutritious foods for lunch and between meals.

## II. MEALTIME HABITS AND ATTITUDES:

- A. Development of pleasing eating habits.
- B. Happy, relaxed atmosphere while eating.

## III. CLEANLINESS IN HANDLING FOODS





Grade

1

## UNIT VIII

## BODY STRUCTURE AND FUNCTION

## DENTAL HEALTH

## CARE OF TEETH

## General Objective:

To develop an understanding of body structure as a basis for healthful living.

## Specific Objective:

The child learns the proper care of the teeth.

## Sources of Information

## Code For References:

A<sub>1</sub> p. 70

A<sub>2</sub> pp. 84-90

B<sub>1</sub> pp. 36, 70

Effective Methods for Prevention of Decay, Department of Public Health, Government of Alberta

Set of Primary Posters on care of the teeth


## Films:

T 655 Judy's Smile  
TR 798 Teeth are to Keep

## Concepts to Develop

## I. TEETH AND MOUTH REQUIRE CAREFUL ATTENTION:

- A. Brush teeth with one's toothbrush after each meal. Reasons for: e.g., appearance - clean smile, fresh taste in the mouth; aids in the prevention of tooth decay.
- B. Visit dentist twice a year. Reasons for: e.g., examination of teeth for proper growth and presence of decay and taking of pictures (x-rays) of the teeth to reveal hidden cavities; cleaning of the teeth and application of topical fluoride solution for the prevention of tooth decay; removal of decay and placement of fillings to restore the decayed portion and to prevent further decay of the teeth.
- C. The dentist is a doctor who takes care of our teeth.
- D. Diet - (See Foods and Nutrition, Grade I) - reasons for restricting sweet, sticky foods and between-meal snacks (give alternative healthful foods). Reasons for taking cod liver oil during winter months.
- E. Pressure habits and tongue habits - thumb and finger sucking; tongue thrusting; resting chin on hands at the desk and while watching T.V.
- F. Avoid cracking nuts, biting string, chewing pencils, etc., with teeth (reasons for not doing).
- G. Refrain from putting fingers, coins, marbles and other foreign objects in the mouth.

Suggested Treatment	Teacher's Notes
<p>Talk about the importance of brushing teeth carefully and thoroughly.</p> <p>Observe and practice the correct brushing of teeth.</p> <p>Use check charts for home dental care.</p> <p>Make a chart for showing articles for cleaning teeth.</p> <p>Use a caption such as "Did you use these today?"</p> <p>Discuss:</p> <p>Why is the Dentist your friend?</p> <p>The Dentist's Office.</p> <p>Develop a story on a trip to the Dentist.</p> <p>Use resource people:</p> <p>Dental Auxiliary</p> <p>Nurse</p> <p>Dentist.</p>  <p>Pressure Habits - What they do: Adversely affect the arrangement of the teeth and the underlying structures of the jaws.</p> <p>- What they are: Thumb sucking, finger biting, habitual mouth breathing, habitual resting of the side of the face in the palm of the hand, habitual biting of the lower lip.</p>	



Grade

2

## UNIT I

## HEALTH HABITS AND ATTITUDES

## SAFETY AT SCHOOL

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

## Specific Objective:

The child learns to be considerate of others; reinforcement of Grade I practices.

## Sources of Information

## Code For References:

A<sub>2</sub> p. 156

B<sub>3</sub> pp. 25-26

## Films:

T 456 Playground Safety  
TK 1002 One Little Indian  
T 1204 Safety on the  
Playground  
PHT 94 Playground Safety

## Posters:

Classroom Safety  
Hall and Stairway Safety  
Playground Safety  
Department of Health,  
Edmonton

## Concepts to Develop

## I. SAFETY IN THE CLASSROOM AND SCHOOL HALLS:

- A. Care in use of tools, scissors and other potentially dangerous objects.
- B. Put away tools or other objects which might cause accidents.
- C. Refrain from running with or carrying sharp pointed objects in dangerous ways.
- D. Refrain from shoving, pushing, or creating obstructions in the aisles or halls.
- E. Know and observe traffic rules in halls and on stairways.

## II. SAFETY ON THE PLAYGROUND AND IN THE GYMNASIUM AND BASEMENT:

- A. Choose games wisely with regard to space and floor obstructions.
- B. Observe local rules, take turns, and refrain from interfering with others.
- C. Observe local rules for using basement and drinking fountains and showers.
- D. Keep grounds free of glass and other dangerous objects.
- E. Notify an adult in case of accident.

## Suggested Treatment

## Teacher's Notes

Demonstrate and practice correct methods of using and carrying scissors and so forth.

Assign in rotation the responsibilities of looking after cupboards, etc.

Class chart listing safe places to run.

Practice walking up and down stairs one at a time, holding on to handrail.



Help mark off the danger area around swings to warn children about entering while swings are being used.

List safe play areas and unsafe play areas.

Plan for cooperation in using a particular piece of playground equipment.

Form a "Clean-up Club" for playground.

## UNIT II

## CLEANLINESS AND PERSONAL

## APPEARANCE

## A. REST, RELAXATION AND SLEEP

## General Objective:

To develop attitudes, appreciations, and understandings in the child of worthwhile healthful practices which contribute to the protection and promotion of his own health and the health of the community.

## Specific Objective:

The child learns about the importance of proper rest.

## Code For References:

A<sub>1</sub> pp. 119, 122

A<sub>2</sub> DD. 114-126

A<sub>3</sub> D. 50

B<sub>2</sub> DD. 49, 58-59, 112

## Posters:

Canadian Junior Red Cross

## B. GROOMING

## General Objective:

To develop those attitudes and appreciations which encourage continued improvement in an acceptable appearance, cleanliness, and correct posture.

## Specific Objective:

The child learns the importance of personal grooming.

## Code For References:

A<sub>3</sub> pp. 106-109

B<sub>2</sub> DD. 40, 57-60

## Concepts to Develop

## I. RELAXATION AFTER STIMULATING ACTIVITIES

## II. IMPORTANCE OF A QUIET, HAPPY PERIOD BEFORE BEDTIME:

A. Things to do.

## III. THE NEED FOR AN ADEQUATE SLEEP:

A. Value of regular bedtime.

## IV. THE NEED FOR THE DEVELOPMENT OF INDEPENDENCE FOR BEDTIME AND EARLY MORNING ROUTINE.

## I. CARE OF HANDS AND FACE:

- A. Correct way to wash and dry.
- B. Care of fingernails.
- C. Use of own towel and washcloth.
- D. Dry skin thoroughly.

## II. CARE OF THE HAIR:

- A. Importance of own brush and comb.
- B. Importance of shampooing.

## III. PRIDE IN BEING NEAT AND CLEAN:

- A. How it feels to be clean.
- B. Importance of clean clothing.

Suggested Treatment	Teacher's Notes
<p>Talk about the importance of resting after periods of exercise and after eating.</p> <p>Participate in a relaxation period after lunch each day by having a comfortable position and plenty of fresh air.</p> <p>Listen to soft music, singing or a story for relaxation during the rest periods.</p> <p>Talk about how one feels and acts when he has had sufficient sleep.</p> <p>Dramatize the behavior of a child who has had adequate sleep.</p> <p>Discuss: How being responsible for bedtime and early morning routines shows that one is "growing up".</p> <p>Plan a schedule.</p> <p>Keep a bedtime punctuality chart for one week.</p> <p>Learning Experiences: Demonstrate use of soap, water and paper towel in the school situation. Experiment to show the need of soap for cleaning hands. Discuss: "Things which the hands touch during the day".</p> <p>Make a mobile of paper hands, soap, water and towel. Balance the mobile on a coat hanger.</p>	

Grade

## 2

## UNIT III

## PREVENTION AND CONTROL OF DISEASE

## COMMUNICABLE DISEASES

## General Objective:

To develop in the child attitudes, appreciations, and understandings and worthwhile healthful practices, which contribute to the protection and promotion of his own health and the health of the community.

## Specific Objective:

The child learns to recognize situations in which disease is spread.

## Sources of Information

## Code For References:

- A<sub>1</sub> pp. 114-117  
 A<sub>2</sub> pp. 64-66, 78-83  
 A<sub>3</sub> p. 53  
 B<sub>2</sub> pp. 40-43, 48-49, 77

## Film:

TK 841 How to Catch a Cold

## Concepts to Develop

I. WAYS OF AVOIDING COLDS AND OTHER INFECTIOUS DISEASES, SUCH AS MEASLES, MUMPS, AND CHICKEN POX

II. UNDERSTANDING OF GERMS:

- A. Importance of clean hands.
- B. Keep hands and objects out of mouth.
- C. Use own utensils.
- D. Avoid the sharing of bites of food.
- E. Use of handkerchief or tissue to cover coughs and sneezes.
- F. Cleanliness in handling and consuming foods and water.

III. AWARENESS OF CLASSROOM ENVIRONMENT:

- A. Ventilation.
- B. Temperature.
- C. Lighting.

(Continued Over)



## Suggested Treatment

## Teacher's Notes

List the ways in which germs may be transmitted from one person to another, such as by spray from talking, sneezing, coughing, dirty hands and objects; carelessness in handling foods, utensils, and dishes.

Show how to share food by dividing it instead of by sharing bites.

Discuss:

Ways in which foods are protected from germs.

Develop standards for using drinking fountains.

Talk about the precautions to take before drinking from places other than your water supply.

Dramatize cleanliness in handling food.

Discuss:

Why a tissue is better to use than a handkerchief.

The correct way to dispose of tissues.

How germs may be spread by coughing and sneezing.

Discuss:

Why wraps should be removed indoors.

Reasons for removing wet clothing as soon as possible.

Cut out and mount pictures of clothing suitable for cold weather, rainy weather, and hot weather.

Read about the way in which animals adapt to climate.

Talk about:

The importance of fresh air and how it is brought into rooms at school and at home.

The classroom thermometer. Refer to the thermometer to ensure keeping the room at a healthful temperature. The outside temperature: too hot to play in the sun, too cold to play without sweaters or coats.

Discuss:

The importance of having adequate light in the classroom and home.

(Continued Over)

Grade

2

## UNIT III

## PREVENTION AND CONTROL OF DISEASE

## COMMUNICABLE DISEASES

(Continued)

## Sources of Information

Filmstrip:

PK 206

Cleanliness

## Concepts to Develop

## IV. REGULAR HEALTH EXAMINATIONS

## V. IMPORTANCE OF STAYING HOME WHEN ILL:

A. Each individual's responsibility for remaining home during illness and convalescence.

B. The reasons for staying home.

## VI. AVOIDANCE OF HANDLING UNFAMILIAR SUBSTANCES (MEDICINES, CLEANING AGENTS AND INSECTICIDES):

A. Experienced adults should handle unfamiliar substances.



## Suggested Treatment

## Teacher's Notes

Invite the school nurse to the classroom to discuss the importance of regular health examinations.

Talk about:

The importance of staying indoors when ill, remaining in bed and calling a doctor if a fever develops.

Extended Experiences:

List materials for use by one who is ill, such as magazines and scissors for cutting out pictures of paper dolls, and a set of building blocks and colored paper.

Make a chart to illustrate poisonous and dangerous substances in the home, e.g., Aspirin, insecticide, medicines, etc.



## UNIT IV

## COMMUNITY HEALTH

## General Objective:

To develop in the child attitudes, appreciations, understandings and worthwhile healthful practices which contribute to the protection and promotion of personal health and the health of the community.

## Specific Objective:

The child learns of his responsibility and of that of the group and the community in keeping his surroundings clean.

## Sources of Information

## Code For References:

B<sub>2</sub> p. 77

## Films:

T 178 Milk  
TK 1186 The Milky Way

## Films+rip:

PK 1135 The Milk We Drink

## Concepts to Develop

## I. INDIVIDUAL'S OBLIGATION FOR CLEANLINESS OF:

- A. Classroom.
- B. Lunch areas.
- C. Lavatories.
- D. Drinking fountains.

## II. COMMUNITY PROTECTION OF FOODS:

- A. Fruits, vegetables, milk, breads.
- B. Cleanliness.
- C. Refrigeration.
- D. Pasteurization.



## Suggested Treatment

## Teacher's Notes

The need for clean hands in order to keep books and supplies clean.

Develop standards and routines for keeping the classroom clean and orderly. Participate in performing various duties - tables, bulletin boards, book shelves, desks.

### Social Studies:

Find out how the following community helpers contribute to health - baker, butcher, grocer, street cleaner, rubbish and garbage collectors.

Visit a dairy, creamery, or bakery.





Grade

2

UNIT V

DENTAL HEALTH

CARE OF TEETH

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the importance of good dental habits.

## Sources of Information

## Code For References:

A<sub>2</sub> pp. 84-90

A<sub>3</sub> pp. 66-79

B<sub>2</sub> pp. 46, 57-58, 79, 95

## Films:

T 655 Judy's Smile  
T 672 Save Those Teeth

## Filmstrips:

P 2655 Save Those Teeth  
P 1684 The Use of the  
Tooth Brush

## Concepts to Develop

## I. DEVELOPMENT OF HEALTHY TEETH DEPENDS UPON:

- A. Eating correct kinds of food.
- B. Cleaning teeth regularly in proper manner.
- C. Early and regular dental visits.

## II. GOOD TEETH ARE OF GREAT IMPORTANCE TO:

- A. Eating - proper bite.
- B. Talking, singing - proper occlusion.
- C. Appearance - smile, facial contour aid to gaining employment and friends.
- D. Personal health - aid to digestion, poor teeth and infected gums are sources of body infection; personality aid.



Grade

**2**

## UNIT VI

## DENTAL HEALTH

STRUCTURE AND FUNCTION OF THE  
TOOTH

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Special Objective:

The child learns about the use of teeth and the relationship between temporary and permanent teeth.

## Code For References:

A<sub>3</sub> pp. 66-79

B<sub>2</sub> pp. 46, 57-58, 79, 95

## Film:

T 672 Save Those Teeth

## Concepts to Develop

I. TEMPORARY TEETH REPLACED BY  
PERMANENT TEETH:

- A. Importance of proper care of temporary teeth.
- B. How we lose teeth and get new ones.
- C. Baby teeth and your six-year molars.

## II. FUNCTION OF THE TEETH:

- A. Breaks up the food into pieces that can be swallowed.

Suggested Treatment	Teacher's Notes
<p>Discuss: Change in size of jaw.</p> <p>Observe animal jaw.</p> <p>Discuss: The difference between losing a tooth naturally and losing a tooth because of decay.</p> <p>Use a mirror to locate a six-year molar.</p> <p>Observe baby teeth.</p> <p>Talk about importance of chewing your food well.</p>	

## UNIT VII

## HEALTH HABITS AND ATTITUDES

## SAFETY (Water)

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

## Specific Objective:

The child learns the proper behavior and attitude towards water safety.

## Code For References:

A<sub>2</sub> pp. 115-116

A<sub>3</sub> pp. 118-119

B<sub>3</sub> pp. 31-32

## Pamphlets:

Elementary Kit of Water Safety  
Pamphlets, Alberta Safety  
Council

## Films:

TK 1539 Boating and Good  
Sense  
PHT 295 I'm No Fool In  
Water

## Filmstrip:

PK 3034 Water Hazards

## Concepts to Develop

## I. IMPORTANCE OF SUPERVISED AND SAFE SWIMMING AREAS

## II. ON THE BEACH:

- A. Lifeguard.
- B. Never act silly.

## III. AVOID WELLS, CISTERNS, EXCAVATIONS, CESSPOOLS AND CREEKS BECAUSE THEY ARE POTENTIAL SOURCES OF DANGER

## IV. CARE IN BOATS





## Suggested Treatment

## Teacher's Notes

Make a display poster depicting safety precautions around water.

Encourage children to learn to swim.



## UNIT I

## SAFETY HABITS AND ATTITUDES

## TRAFFIC SAFETY

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

## Specific Objective:

The child learns to observe Traffic Safety.

## Code For References:

A<sub>3</sub> p. 126

A<sub>4</sub> p. 79

B<sub>3</sub> pp. 22-29

## Pamphlets:

Alberta Safety Council - Elementary Traffic Safety Kit

## Films:

T 625 Safety to and from School

T 392 Safety Patrol

T 598 We Go to School

PHT 294 I'm No Fool as a Pedestrian

PHT 11 I'm No Fool With a Bicycle

PHT 257 Safety on the School Bus

## Filmstrips:

PK 2831 Safety on the Bicycle

PK 1600 Safety in the Streets

PK 2385 Safety to and from School

PK 1323 Safety on Our School Bus

## Posters:

Alberta Motor Association  
Safety Posters

## I. PERSONS WHO HELP US WITH TRAFFIC SAFETY:

- A. Duties of Policemen. Recognizing officers of the law.
- B. Safety patrol and bus drivers to be safety friends.
- C. Purpose and function of School Safety Patrol.

## II. SAFETY WHILE ON THE STREETS:

- A. Value of proper conduct while riding in motor vehicles.
- B. Safety on wheels - wagons, skates, bicycles, scooters.
- C. Safe ways to cross the street.
- D. Refrain from "jay walking", playing with fallen wires, riding two on a bike.

## III. PURPOSES OF SAFETY SIGNS AND ZONES:

- A. Safety signs and their meanings.
- B. Safety zones and their purpose.

## IV. ASSIST IN KEEPING ROADS CLEAR OF DANGEROUS OBJECTS SUCH AS GLASS



## Suggested Treatment

## Teacher's Notes

Ask a member of the Police Department to speak to the class.  
Ask a member of the Safety Patrol to demonstrate duties he performs.

Discuss the danger of mashing fingers in closing doors.  
Talk about keeping hands away from door handles when car is in motion.  
Discuss the importance of remaining seated.  
Discuss the importance of keeping hands and arms inside car.  
Demonstrate safe methods of riding bikes.  
Discuss rules that would improve safety.  
Observe intersection with crosswalk and report traffic violations.

**Make** miniature safety and traffic signs.



## UNIT II

## CLEANLINESS AND PERSONAL

## APPEARANCE

## POSTURE

## General Objective:

To develop those attitudes and appreciations which encourage continued improvement in an acceptable appearance, cleanliness, and correct posture.

## Specific Objective:

The child learns the importance of correct posture.

## Sources of Information

## Code For References:

A<sub>3</sub> pp. 46-48

A<sub>4</sub> pp. 12, 127

B<sub>3</sub> pp. 70-76

## Film:

T 559 Posture Habits

## Filmstrip:

P 913 Your Posture -  
Good or Bad

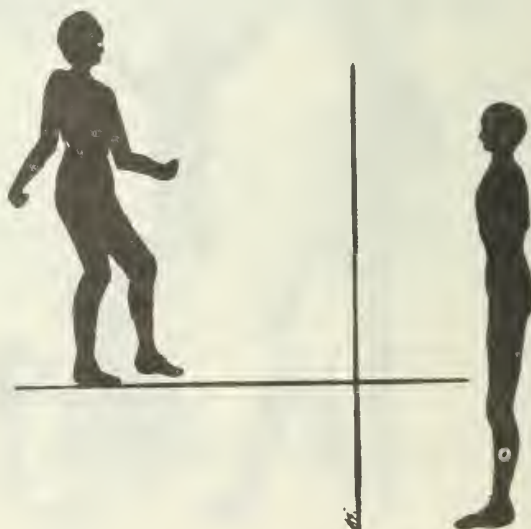
## Concepts to Develop

I. CORRECT POSTURE FOR SITTING, STANDING, AND WALKING

II. DESIRABLE POSTURE FOR VIEWING TELEVISION

III. SUITABLE SHOES FOR SCHOOL

IV. PRIDE IN KEEPING THE BODY IN CORRECT ALIGNMENT ( POSTURE HABITS)



Suggested Treatment	Teacher's Notes
<p>Talk about the importance of correct posture and the ways that posture may be improved. Demonstrate the correct way of sitting, standing and walking.</p> <p>Practice walking with the toes pointed ahead and with the weight slightly toward the outer edge of the feet. The body should be straight and tall, the arms relaxed.</p> <p>Demonstrate the correct ways of lifting and carrying objects.</p> <p>In art and music interpret rhythmic movements.</p> <p>Discuss the effects of various positions of the body upon bone development.</p> <p>Demonstrate correct sitting posture while viewing television.</p> <p>Develop standards for viewing television.</p> <p>Display of posture, stick men.</p> <p>Discuss shoes appropriate for school.</p> <p>Make a collection of pictures of types of shoes.</p> <p>Select the shoes which give adequate support.</p> <p>Discuss the importance of removing boots and galoshes indoors.</p> <p>Dramatize buying new shoes. Emphasize the important points to consider.</p> <p>Discuss:</p> <p>How one looks, feels and handles himself when his posture is correct.</p> <p>How the way one sits, stands, and walks affects the function of the body.</p> <p>Demonstrate:</p> <p>Correct standing, sitting and walking posture.</p> <p>Use a plumb line to show alignment of the body.</p> <p>Discuss:</p> <p>Factors which influence posture, such as food, sleep, exercise and mental attitudes.</p> <p>Practice walking correctly up and down stairs.</p>	



Grade

3

## UNIT III

## CLEANLINESS AND PERSONAL GROOMING

## CARE AND SELECTION OF CLOTHING

## General Objective:

To develop those attitudes and appreciations which encourage continued improvement in an acceptable appearance, cleanliness and correct posture.

## Specific Objective:

The child starts to assume responsibility for care and selection of clothing.

## Sources of Information

## Code For References:

A<sub>2</sub> pp. 37-41

A<sub>3</sub> pp. 98, 108-109

A<sub>4</sub> pp. 59-61

B<sub>3</sub> pp. 94, 96-104

## Concepts to Develop

I. INITIATIVE IN ASSUMING RESPONSIBILITY FOR PERSONAL CLEANLINESS AND CLOTHING

II. RESPONSIBILITY FOR WEARING SHOES AND CLOTHING APPROPRIATE TO THE ACTIVITY AND THE WEATHER

III. CARE OF CLOTHING





## UNIT IV

## FOODS AND NUTRITION

## General Objective:

To assist in the acquisition of good food habits, understandings, attitudes, and appreciation as they affect the child's health.

## Specific Objective:

The child learns the nutritive value of numerous foods.

## Sources of Information

## Code For References:

A<sub>2</sub> pp. 92-112

A<sub>3</sub> pp. 28-39

A<sub>4</sub> pp. 26-41

B<sub>3</sub> pp. 57-60, 82-88, 117

## Films:

T 178 Milk  
TK 499 Stanley Takes A Trip  
PHT 240 I Can Run Like The  
Wind  
PHT 362 Eat Well, Grow Well!

## Filmstrips:

PK 1598 A Good Breakfast  
PK 1137 Internal Triangle  
PK 2776 What is Nutrition?  
PK 1135 The Milk We Drink

## Concepts to Develop

I. NUTRITIVE VALUES IN MILK, BUTTER AND OTHER DAIRY PRODUCTS

II. USE OF MARGARINE AS A SUBSTITUTE FOR BUTTER

III. VARIETY OF FRUITS AND VEGETABLES IN THE MARKET: THEIR PROTECTION, PROCESSING AND PRESERVATION

IV. WILLING TO TRY NEW FOODS

V. NECESSARY FOODS FOR BODY BUILDING

VI. ADEQUATE BREAKFAST, LUNCH AND DINNER

VII. RELATIONSHIP OF BETWEEN-MEAL EATING OF SWEET STICKY FOODS AND INCREASED TOOTH DECAY

(Continued Over)

## Suggested Treatment

## Teacher's Notes

Discuss:

The value of milk.

The different kinds of milk.

Discover and list milk products. Bring empty containers and labels for an exhibit. Paint a picture about "Our Visit to the Dairy".

Visit a dairy farm or creamery.

Discuss the source of margarine and the source of butter.

Serve bread or crackers with margarine and with butter.

Talk about the use of margarine as a substitute for butter.

Discuss and learn ways to protect, process and preserve foods. Bring labels or empty containers.

Discuss the importance of eating a variety of foods and of trying new foods.

Serve a "foreign breakfast". Shop for foods from other lands (chocolate, bread, cereals, bananas, pineapples).

Discuss the need of nutritious foods for body growth.

**Play a "fishing" game for the selection of foods.**

Discuss the values of the foods "caught".

Talk about:

Importance of a nutritious breakfast.

Plan a lunch using a "toothbrush food" for dessert, such as an apple, celery, a carrot.

Discuss foods for a nutritious dinner. Use large pictures of foods for a flannel board demonstration.

(Continued Over)

Grade

3

## UNIT IV

## FOODS AND NUTRITION

(Continued)



## Concepts to Develop

VIII. CORRECT USE OF EATING UTENSILS:  
ACCEPTABLE EATING HABITS

IX. ELIMINATION:

- A. Maintaining regular habits.
- B. Recognizing the importance of fruits, vegetables, whole-grain cereals and water.

X. WASHING HANDS BEFORE HANDLING FOOD  
OR EATING

XI. BRUSHING TEETH AFTER EATING



## Suggested Treatment

## Teacher's Notes

Demonstrate:

The way to hold and use eating utensils.

Correct way to set the table.

Social courtesies at the table.

Develop standards for eating at school.

Discuss the need for regular elimination, the use of the toilet at recess periods, and the variation of individual elimination habits.

Foods that aid elimination.

Importance of drinking water.

Keep a record for one day of the number of glasses of liquids taken.

Discuss importance of handling sanitary food in a sanitary manner.

Clean place in cupboard to store utensils used in preparation of food.



## UNIT V

## BODY STRUCTURE AND FUNCTION

## DIGESTIVE SYSTEM

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

Child learns importance of good eating habits and importance of water in digestive system.

## Code For References:

A<sub>3</sub> pp. 26-28

A<sub>4</sub> pp. 27-28, 138-142

B<sub>3</sub> pp. 85-86

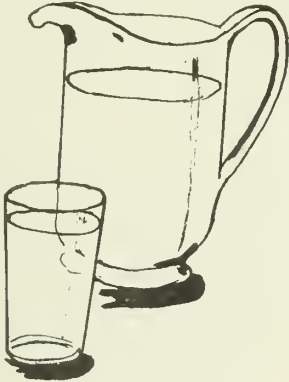
## Concepts to Develop

## I. GOOD EATING HABITS:

- A. Practice good table manners.
- B. Help to make mealtime pleasant.
- C. Refrain from putting too much in the mouth at one time, chewing with mouth open, talking while chewing, eating hurriedly, etc.
- D. Eat three adequate meals a day.
- E. Wait at least one-half hour after meals before strenuous activity.
- F. Appropriate foods for a nutritious snack.

## II. WATER IS ESSENTIAL TO THE HEALTHY BODY:

- A. Drink at least four glasses of water each day.
- B. Refrain from "washing down" foods and from drinking ice-cold water when you are very warm.
- C. Proper use of drinking fountains; avoid horseplay at same

Suggested Treatment	Teacher's Notes
<p data-bbox="67 282 814 316">Develop standards for table manners at school.</p> <p data-bbox="67 345 764 380">Role-play table manners at school and home.</p> <p data-bbox="67 408 851 478">Discuss reasons for avoiding vigorous activities just before and after meals.</p> <div data-bbox="305 662 595 1046">A simple line drawing of a pitcher and a glass. The pitcher is on the right, with a handle on its right side and a spout on its left. It is partially filled with water. To the left of the pitcher is a tall, cylindrical glass, also partially filled with water. Both the pitcher and the glass have shadows cast beneath them, suggesting they are sitting on a surface.</div> <p data-bbox="58 1228 795 1328">Demonstrate the presence of water in the body by breathing against a mirror and discuss the importance of the water and its function.</p> <p data-bbox="58 1357 561 1391">Discuss the local water supply.</p>	

## UNIT VI

## SAFETY HABITS AND ATTITUDES

## FIRE PREVENTION

## General Objective:

To help children recognize situations involving carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

## Specific Objective:

The child learns about fire hazards and the prevention of these where possible.

## Code For References:

A<sub>3</sub> p. 127

A<sub>4</sub> p. 82

B<sub>3</sub> pp. 25, 30-31

## Film:

PHT 10 I'm No Fool With Fire

## Filmstrip:

PK 2563 Flashy the Firebug

## Concepts to Develop

## I. PREVENTION AND DANGERS OF FIRE:

- A. Danger of playing with matches, candles, bonfires, open fireplaces, campfires.

## II. IMPORTANCE OF USING FLASHLIGHT WHEN LOOKING FOR SOMETHING IN THE DARK:

- A. Importance of notifying an adult if fire occurs.
- B. Method of getting out of a burning building as quickly as possible.
- C. Method of leaving a smoke-filled room.
- D. How to report a fire by telephone.
- E. Co-operation in Fire Prevention Program.

Suggested Treatment	Teacher's Notes
<p data-bbox="35 241 700 306">List ways a person may get burned through carelessness.</p> <p data-bbox="35 1236 805 1522">Practice emergency telephone calls. List emergency telephone numbers. Display them near the telephone. School rules for fire drill. What to do if out on the playground. Fire gong. Exits. Methods for being prompt and orderly. Demonstrate the correct use of a flashlight.</p>	



## UNIT VII

## BODY STRUCTURE AND FUNCTION

## SKIN

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the function and care of the skin.

## Code For References:

A<sub>3</sub> pp. 82, 95-98

A<sub>4</sub> p. 93

B<sub>3</sub> pp. 40-46, 114-115, 118

## Posters:

Public Health Engineering  
Division, Department of National  
Health and Welfare

T. B. Posters

## Filmstrips:

PK 1606 Your Skin And Its  
Care

P 2657 Care of the Skin  
PK 206 Cleanliness

## Concepts to Develop

I. SKIN - ONE OF THE BODY PARTS -  
PROTECTS AGAINST WIND AND SUN:

- A. Care: Bathe twice a week, but preferably every day.
- B. Use own towel.
- C. Wash frequently to remove waste material and keep pores open.

## II. CLEANLINESS OF FACE, NECK, HANDS:

- A. Wash twice daily with soap.
- B. Wash before eating and after going to the bathroom.
- C. Trim and clean nails.
- D. Dry properly to prevent chapping.



Suggested Treatment	Teacher's Notes
<p data-bbox="53 288 816 349">Discuss and formulate rules and suggestions for personal cleanliness.</p> <p data-bbox="46 874 845 1034">Emphasize need for establishing routine for personal care (washing, care of teeth, nails and clothing). Give reasons: time, less strain, avoids confusion, develops independence and makes for better family living.</p> <p data-bbox="46 1069 827 1160">Write stories, poems, and slogans, or make booklets to illustrate various phases of cleanliness.</p>	

## UNIT VIII

## BODY STRUCTURE AND FUNCTION

## A. HAIR

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the importance of having well-groomed hair and taking care of the brush and comb.

## Sources of Information

## Code For References:

A<sub>3</sub> p. 106

A<sub>4</sub> pp. 95-96

## Pamphlet:

First Steps In Health Education,  
Metropolitan Life Insurance Co.

## Filmstrip:

P 2656 Care of Hair and  
Nails

## B. NAILS

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the proper care of the nails.

## Sources of Information

## Code For References:

A<sub>3</sub> p. 106

A<sub>4</sub> pp. 95-96

C<sub>3</sub> p. 118

## Filmstrip:

P 2656 Care of Hair and  
Nails

## Concepts to Develop

I. CARING FOR HAIR REQUIRES REGULAR WASHING AND DAILY BRUSHING AND COMBING

II. CARE OF COMB AND BRUSH

I. KEEP NAILS TRIMMED AND CLEANED

II. USE OF NAIL FILE

III. NAIL BITING:

- A. Reason Underlying.
- B. Effect of.
- C. Correction of.

Suggested Treatment	Teacher's Notes
<p data-bbox="67 302 781 369">Discuss ways of keeping hair well groomed. Watch a child comb and brush hair correctly.</p> <p data-bbox="67 629 683 662">Demonstrate the use of a comb cleaner.</p> <p data-bbox="67 1344 831 1412">Demonstrate or illustrate cleaning and trimming nails.</p> <p data-bbox="67 1549 533 1582">Demonstrate use of nail file.</p>	

Grade

4

UNIT I

PERSONAL DEVELOPMENT AND MENTAL  
HEALTH

General Objective:  
To help the child acquire a sense of belonging and adequacy so that he can adjust to the demands of daily life and establish satisfactory relationships with others.

Specific Objective:  
The child learns to adjust to the demands of daily life.

Sources of Information

Code For References:  
A<sub>4</sub> pp. 13-14, 16, 20, 22  
A<sub>5</sub> pp. 32-33  
B<sub>4</sub> pp. 6-9, 12-14, 30-32, 94-97, 182-185, 190-193  
C<sub>1</sub> Chapters 1 and 2

*Up and Away*  
"The Safety Patrol"

Concepts to Develop	
I.	RELAXATION THROUGH CREATIVE EXPERIENCES, PERSONAL INTEREST, HOBBIES AND CLUBS
II.	DIFFERENCE BETWEEN HUMOR AND TEASING OR PRACTICAL JOKES
III.	RELATIONSHIP BETWEEN REST AND BEHAVIOR
IV.	IMPORTANCE OF SOCIAL SKILLS AND HAVING MANY FRIENDS
V.	PARTICIPATION IN EVALUATION AND SOLUTION OF INDIVIDUAL AND GROUP PROBLEMS



## Suggested Treatment

## Teacher's Notes

List favorite ways of relaxing. Evaluate. Discuss and list acceptable leisure-time activities. Encourage exploration in music, art, reading, etc. Arrange and display exhibits for a hobby show. Discuss the importance of learning a variety of hobbies, both active and quiet.

Discuss some of the unhappy results of practical jokes.

Compare the way people feel and act when rested and when they are tired.

Discuss:

How worry or anger before bedtime may affect sleep.

What may happen in a class when someone needs sleep.

Discuss:

The importance of courtesy and other kindnesses in making and keeping friends.

Some ways to make friends.

Importance of sincerity in relationships with others.

Importance of clarifying a problem before attempting to solve it.

List a solution, try it out, and evaluate it.

Discuss why the majority rule and why a person cannot have his own way every time.

Write on the topic, "When My Feelings Were Hurt and Why".

## UNIT II

## HEALTH HABITS AND ATTITUDES

## SAFETY AT SCHOOL

## General Objective:

To help children recognize situations involving hazards, to develop habits of carefulness and obedience to safety rules at home, on the street, in school or at play, and to help prepare children to face situations involving sudden illness or accident.

## Specific Objective:

The child learns his responsibility towards safety for himself and others.

## Code For References:

A<sub>4</sub> pp. 72-74

A<sub>5</sub> pp. 91-93

B<sub>4</sub> pp. 23-28

C<sub>1</sub> Chapter 5

## Film:

T 456 Playground Safety

## I. SAFE CONDUCT APPLIES AT SCHOOL, BOTH IN THE BUILDINGS AND ON THE PLAYGROUNDS:

- A. Obey rules for moving in halls and stairways.
- B. Take care when using sharp tools.
- C. Keep things in their proper places.
- D. Obey the rules for the use of playgrounds and apparatus, showing particular consideration for small children.

## II. SAFETY IN GAMES DEMANDS:

- A. Observing the rules of the game and being a "good sport". Being a "good sport" does not necessarily involve "taking dares", or "following the gang".
- B. Planning the game to suit the conditions, including space, and conditions of ground and equipment.
- C. Learning safety precautions at play; considering safe and unsafe places to play.
- D. Realizing that, as well as playing in safe places, reasonable caution and good sense are also needed.
- E. Developing an awareness that some accidents may not "just happen" but may be the result of personal problems or conflicts. Such emotions as anger, self-pity, worry, fatigue, or fear may be involved.

## Suggested Treatment

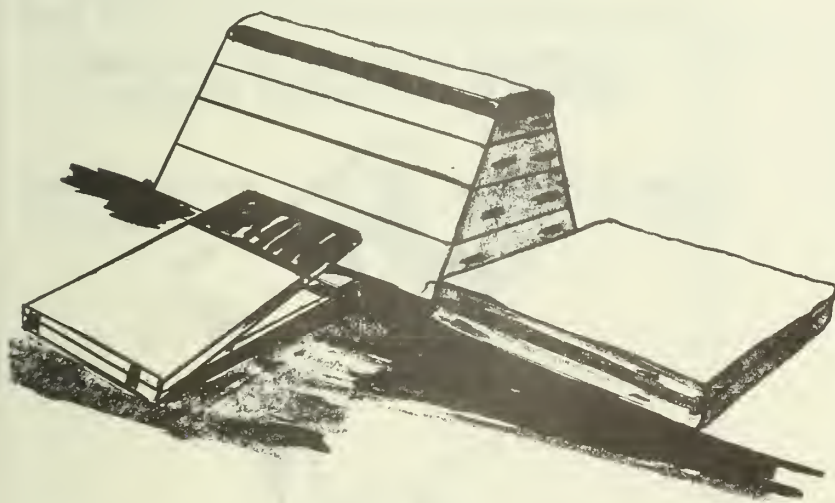
## Teacher's Notes

Demonstrate correct use of apparatus and tools and discuss dangers of misusing them.

Discuss and draw up essential rules for various games.

Discuss the correct use of playground equipment.

Discuss sportsmanship from the safety point of view.



Grade

## 4

## UNIT III

CLEANLINESS AND PERSONAL

APPEARANCE

RELAXATION, REST AND SLEEP

## General Objective:

To develop in the child attitudes, appreciations, understandings and worthwhile healthful practices which contribute to the protection and promotion of his own health and the health of the community.

## Specific Objective:

The child learns greater responsibility in allocating his time.

## Code For References:

A<sub>5</sub> p. 111B<sub>4</sub> p. 112C<sub>1</sub> Chapter 1

## Concepts to Develop

- I. RECOGNITION OF SIGNS OF FATIGUE:
  - A. The causes of fatigue.
  - B. The dangers of fatigue.
- II. SELECTION OF TELEVISION PROGRAMS FOR VIEWING
- III. ALTERNATION OF ACTIVE AND QUIET WORK OR PLAY
- IV. REGULAR BEDTIME FOR ADEQUATE SLEEP (10-11 hours)
- V. IMPORTANCE OF MENTAL AND EMOTIONAL ACTIVITIES THAT RELEASE TENSIONS



Suggested Treatment	Teacher's Notes
<p>Look up the word "fatigue" and discuss the meaning. Discuss:     How one feels and behaves when rested.</p> <p>Survey television programs viewed by pupils before bedtime. Evaluate these in terms of appropriateness. Discuss limitations of television viewing. Develop standards for selecting radio and television programs.</p> <p>List active and quiet activities. Make a circle graph of a twenty-four hour period. Color the periods of rest and sleep. Compare the number of hours of sleep with the recommended number for fourth grade pupils.</p> <p>Discuss:     How to form the habit of going to sleep promptly. Make a schedule in order to help form the habit of regular bedtime. Read to find out what makes day and night.</p> <p>Games, hobbies, individual sport-type games, non-competitive activity - walking, singing.</p>	



Grade

4

## UNIT IV

## CLEANLINESS AND PERSONAL

## APPEARANCE

## GROOMING

## General Objective:

To develop those attitudes and appreciations which encourage continued improvement in an acceptable appearance, cleanliness and correct posture.

## Specific Objective:

The child learns the importance of an acceptable appearance.

## Code For References:

A<sub>4</sub> pp. 58, 59, 95

A<sub>6</sub> pp. 20-22, 152-153

B<sub>4</sub> pp. 46, 48, 159-160

C<sub>1</sub> Chapter 3

## Filmstrip:

PK 206 Cleanliness

## Concepts to Develop

- I. ESTABLISHMENT OF BATHING OR SHOWERING ROUTINES
- II. IMPORTANCE OF FREQUENT BATHING OR SHOWERING
- III. INITIATIVE IN ASSUMING RESPONSIBILITY FOR CARE OF HAIR, SKIN AND FINGERNAILS
- IV. DESIRABILITY OF BEING NEAT AND CLEAN

Suggested Treatment	Teacher's Notes
<p>Discuss the need, frequency and methods of bathing.  List things needed for a bath or shower.  Make a chart and display bathing articles.  Discuss leaving the bathroom clean and orderly.</p> <p>Compare hard and soft water.  Compare ways of bathing in early history and pioneer times with ways of bathing today.</p> <p>Discuss ways to care for hair and show appropriate items.  The value of brushing the hair daily.  List ways in which the skin protects the body.  Discuss the use of ample soap for washing hands.  Discuss the importance of rinsing the skin thoroughly and drying it thoroughly.  Make an exhibit of items necessary for the care of the fingernails. Demonstrate the use of these items.</p> <p>Discuss how one looks and feels when one is neat and clean.  Consider the importance of grooming in social relationships.  Develop ways of assuming responsibility for care of clothes at home and at school.</p>	

Grade

**4**

## UNIT V

## PREVENTION AND CONTROL OF DISEASE

## General Objective:

To develop in the child attitudes, appreciations, and worthwhile healthful practices, which contribute to the protection and promotion of his own health and the health of the community.

## Specific Objective:

The child learns of his own responsibility in the prevention and control of disease.

## Code For References:

A<sub>4</sub> pp. 148-149, 155-160

B<sub>4</sub> pp. 166-167, 170-177

C<sub>1</sub> Chapter 6

## Concepts to Develop

I. REVIEW CONCEPTS FROM SECTIONS I AND II ON PREVENTION AND CONTROL OF DISEASE, GRADE II

II. RELATIONSHIP BETWEEN BACTERIA AND COMMUNICABLE DISEASES

III. RECOGNITION OF EARLY SYMPTOMS OF ILLNESS

IV. CONSIDERATION OF OTHERS WHEN ONE IS ILL:

- A. Stay home.
- B. Cooperate with parents and physician.
- C. Cover coughs and sneezes.
- D. Dispose of used tissues.



Grade

4

## UNIT VI

## BODY STRUCTURE AND FUNCTION

## EYE

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the function of the eye and how to care for it.

## Code For References:

A<sub>4</sub> pp. 100-109

A<sub>5</sub> p. 98

B<sub>5</sub> pp. 92-101

C<sub>1</sub> Chapter 8

## Concepts to Develop

## I. FUNCTION OF THE EYE:

- A. Eyes work like a camera. They require good light.
- B. The iris limits the amount of light entering the eye through the pupil.

## II. STRUCTURE OF THE EYE:

- A. Eyelids, eyelashes, eyebrows, iris, pupil.

## III. CARE OF EYES:

- A. Light problem.
- B. Rest.
- C. Safety and first aid of eyes.
- D. Foreign bodies, protection.

## IV. EYE TESTS

## V. PEOPLE WEAR GLASSES TO HELP THEM TO SEE BETTER

## VI. HEALTH SERVICES - DOCTOR

*Classroom Aids For Teachers*  
Material from the Alberta  
Optometric Association, Inc.



## Suggested Treatment

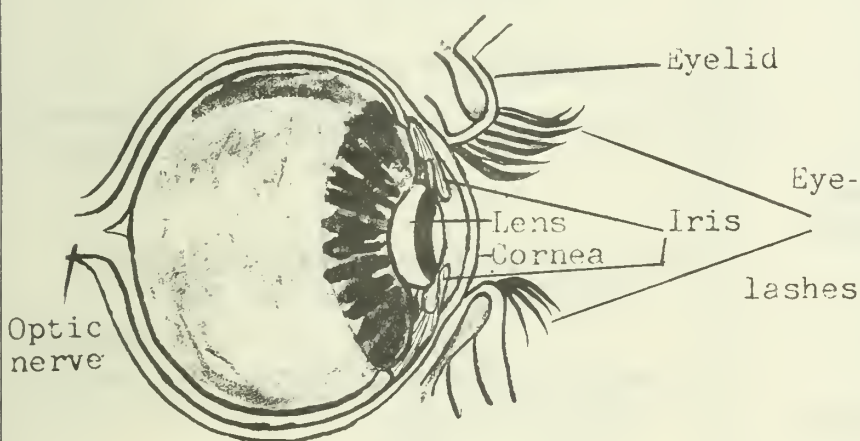
## Teacher's Notes

Discuss the shutter and lens operation of a camera (simply) and compare to the eye.

Discuss the similarities of our eyes to those of other creatures, e.g., animals, etc.

Discuss reading posture, reading in a dim light, watching television.  
Emphasize the necessity of caution.  
Develop a chart on taking care of the eyes, etc.

Have the nurse or doctor check pupils' eyes or use a simple eye chart in the classroom.



Grade

## 4

## UNIT VII

## BODY STRUCTURE AND FUNCTION

## THE EAR

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the function and the importance of the ear.

## Sources of Information

## Code For References:

A<sub>4</sub> pp. 110-117

B<sub>4</sub> pp. 70-83

C<sub>1</sub> Chapter 7

*Classroom Aids For Teachers*

Material from the American Hearing Society

## Filmstrip:

P 1419 Ears and Hearing

## Concepts to Develop

## I. FUNCTION OF THE EAR:

- A. Helps us to learn by bringing us sounds and words.
- B. Enables us to enjoy music.
- C. Warns us of danger.

## II. STRUCTURE OF THE EAR (Very Simply):

- A. Outer Ear - to catch sound.
- B. Middle Ear.
- C. Inner Ear.
- D. Hearing nerve - to carry messages to the brain.

## III. THE EAR IS PROTECTED BY HAIRS AND WAX

## IV. COMMON DEFECTS OF THE EAR:

- A. Too much wax.
- B. Injury from loud noises.
- C. Foreign objects cause injury.
- D. Damage from striking.

## V. DETECTION OF HEARING DEFECTS:

- A. Test with an Audiometer.

## VI. LEARN TO APPRECIATE DIFFICULTIES ENCOUNTERED BY DEAF AND DUMB

Suggested Treatment	Teacher's Notes
<p>Experiment with tuning fork and strings of an instrument (guitar, etc.) Listen to music. Discuss warning signals - whistle, bells, sirens, horns.</p> <p>Follow sound from source, by diagram (simply), through the ear to the nerve. Discuss (simply) structure and hearing function of each major part of the ear.</p> <p>Discuss how nature protects the ear - compare to protection of other sense organs, eye, nose.</p> <p>Make health posters depicting proper care of the ear.</p> <p>Discuss how an audiometric test is administered. Resource person - nurse.</p> <p>Experiment with lip reading. Discuss and experiment with sign language. Discuss the purpose of a hearing aid.</p>	

Grade

4

UNIT VIII

BODY STRUCTURE AND FUNCTION

NOSE AND THROAT

General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

Specific Objective:

The child learns the function and care of the nose and throat.

Code For References:

A<sub>4</sub> pp. 117-119

A<sub>5</sub> p. 116

A<sub>6</sub> p. 98

B<sub>4</sub> pp. 54-63, 67, 77-78, 154, 172

C<sub>1</sub> Chapter 10

Concepts to Develop

I. FUNCTION OF THE NOSE:

- A. Warms, cleans and moistens the air that goes into the lungs.
- B. Smell (sense).

II. THE NOSE AND THROAT HELP PREVENT GERMS FROM ENTERING THE BODY:

- A. Blow nose gently to prevent germs from entering eustachian tube.


III. CARE SHOULD BE GIVEN TO:

- A. Use of handkerchief, tissue handkerchief.
- B. Blowing nose properly.
- C. Covering nose and mouth when sneezing and coughing.

IV. CARE OF NOSEBLEED

Filmstrip:

PK 2764 Avoiding Infection

Suggested Treatment	Teacher's Notes
<p data-bbox="57 271 856 339">Experiment involving identification of substances by smell and taste.</p> <p data-bbox="57 600 823 731">Discuss why it is better to breathe through the nose rather than the mouth. Have students breathe through mouth, noting dryness.</p> <p data-bbox="57 927 708 995">Discuss the importance of having a clean handkerchief.</p> <p data-bbox="57 1289 848 1324">Demonstrate procedures for arresting a nosebleed.</p> 	



## UNIT IX

## BODY STRUCTURE AND FUNCTION

## CIRCULATION

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the structure, function, and importance of the circulatory system to the body.

## Code For References:

A<sub>4</sub> pp. 48-51

B<sub>4</sub> pp. 104-105

B<sub>5</sub> pp. 142-156, 174, 184, 191

C<sub>1</sub> Chapter 9

## Classroom Aids For Teachers

Material from:

- (1) Heart Information Center
- (2) Alberta Heart Foundation



your own  
heart is about  
the size of your  
fist.

## I. FUNCTION:

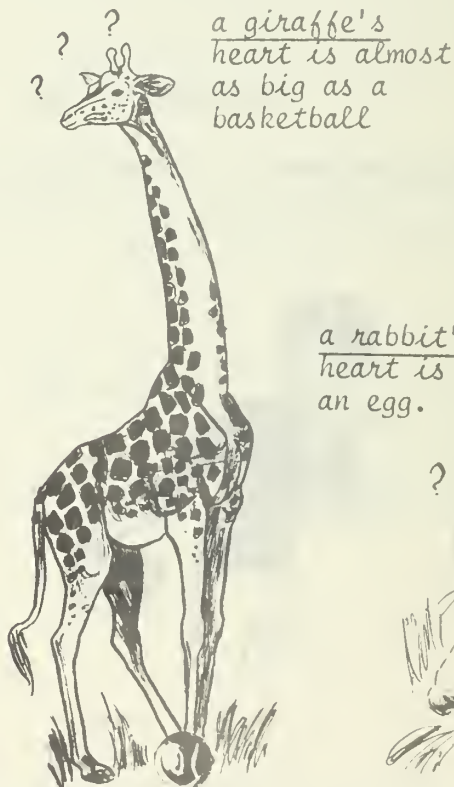
- A. The circulatory system delivers air and food to all parts of the body.

## II. STRUCTURE:

- A. The heart (a muscle) as the pumping station.
- B. Blood - delivers oxygen and fuel where needed.
  1. Lungs - add oxygen and remove waste.
  2. Fuel from digested food.
- C. Arteries - carry oxygenated blood to all parts of the body.
- D. Veins - return blood to heart.

## III. IMPORTANCE OF REST BETWEEN PERIODS OF HARD WORK OR PLAY

## IV. RHEUMATIC FEVER - A DISEASE OF THE HEART (A Great Deal of Rest Required)



?  
? a giraffe's  
heart is almost  
as big as a  
basketball

?  
? a rabbit's  
heart is the size of  
an egg.



Suggested Treatment	Teacher's Notes
<p data-bbox="53 271 879 306">Observe a simple diagram of the circulatory system.</p> <p data-bbox="53 466 884 629">Have the children take their own pulse to feel the pumping sensation of blood circulating. Use a flannel board to illustrate the paths followed by the blood. Listen to the heartbeat through a paper tube.</p> <p data-bbox="53 915 884 977">Have children take their own pulse before and after strenuous activity.</p> <p data-bbox="53 1126 537 1160">Quiet games for convalescents.</p>	

## UNIT X

## SAFETY HABITS AND ATTITUDES

## SAFETY (At Home)

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness and accidents.

## Specific Objective:

The child learns to be aware of potential danger situations in the home.

## Code For References:

A<sub>4</sub> pp. 70-74, 77, 82

A<sub>5</sub> pp. 75-78

A<sub>6</sub> pp. 88-93

B<sub>5</sub> pp. 23-25, 27-29, 177

C<sub>1</sub> Chapter 4

## Film:

T 77 Safety in the Home

## Filmstrip:

PK 2240 Safety at Home

## Concepts to Develop

I. PLACES IN THE HOME WHERE MOST FALLS OCCUR

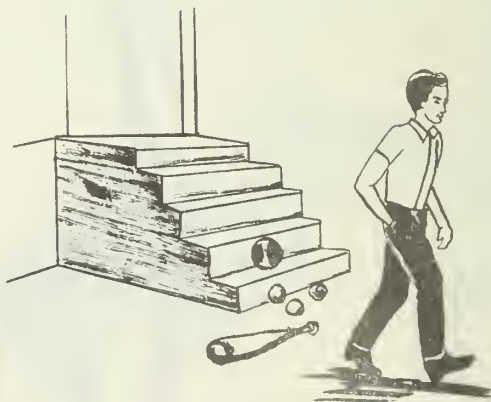
II. MAJOR CAUSES OF FALLS

III. DOMESTIC ACTIVITIES CONDUCTIVE TO FALLING

IV. FOUR SOURCES OF DOMESTIC DANGERS:

- A. Mechanical suffocation.
- B. Poisons.
- C. Poisonous gas.
- D. Firearms.

V. SNOW AND ICE REMOVAL FROM WALKS



## Suggested Treatment

## Teacher's Notes

Write a poem on weekly housekeeping activities (Monday, Tuesday, etc.)

Draw a floor plan of your home, noting hazardous areas.

Discuss causes of falls and ways of preventing them.

Help children make a check list to determine which of the causes named have occurred in their homes.

Make posters depicting accident situations.



## UNIT XI

## FIRST AID

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

## Specific Objective:

The child learns of his own responsibility in hazardous situations.

## Code For References:

A<sub>4</sub> pp. 82-83, 94

B<sub>4</sub> pp. 29-30, 67

B<sub>5</sub> pp. 35-36

C<sub>1</sub> Chapter 11

## Film:

T 1063 Look Alert, Stay Unhurt

## Filmstrip:

P 341? Your Responsibilities in First Aid

## Concepts to Develop

## I. FIRST AID TREATMENT FOR:

- A. Nosebleed.
- B. Simple cuts and scratches.
- C. Simple burns.
- D. Bruises.
- E. Slivers.
- F. Sunburn.
- G. Frostbite.
- H. Foreign objects in the eye.
- I. Blisters.

## II. IN CASE OF SERIOUS INJURIES SUCH AS BREAKS, SEVERE WOUNDS, HEAD WOUNDS, ETC.:

- A. Do not move the injured.
- B. Cover to keep warm.
- C. Send for help.





Suggested Treatment	Teacher's Notes
<p data-bbox="62 273 767 343">Dramatize and demonstrate proper methods of treatment whenever possible.</p> <p data-bbox="62 374 743 410">Make posters showing methods of treatment.</p> <p data-bbox="62 439 907 508">Discuss prevention of sunburn, frostbite, infection, etc.</p> <p data-bbox="62 925 557 962">Playact an emergency situation.</p>	

## UNIT I

## SAFETY HABITS AND ATTITUDES

## TRAFFIC SAFETY

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

## Specific Objective:

The child learns to accept responsibility for himself and smaller children in traffic.

## Code For References:

A<sub>4</sub> p. 79

A<sub>5</sub> pp. 82-83

A<sub>6</sub> pp. 86-87, 91-92

B<sub>5</sub> pp. 30-33

C<sub>2</sub> Chapter 3

Alberta Safety Council Elementary material on Traffic Safety

## Concepts to Develop

## I. SAFE CONDUCT ON THE WAY TO SCHOOL IN THE CITY MEANS:

- A. Crossing the street properly.
- B. Observing traffic signs.
- C. Obeying school patrols.
- D. Observing the law concerning the use of bicycles.

## II. SAFE CONDUCT ON THE WAY TO SCHOOL IN RURAL DISTRICTS MEANS:

- A. Exercising caution in crossing highways.
- B. Walking on the left-hand side of the road.
- C. Standing aside to let oncoming traffic pass.
- D. Observing rules for the use of school buses.
- E. Carrying a light at night.

## III. SAFETY IN GAMES



## Suggested Treatment

## Teacher's Notes

This unit should be discussed early in the school year. Parts of it may be reviewed at appropriate intervals later on. The emphasis should be placed upon the prevention of accidents, but should not create fear or unnecessary caution.

Suggested activities are as follows:

Showing films, collecting pictures and reports, arranging displays of charts and posters dealing with accidents, particularly those in which young people have been involved.

Demonstrating or dramatizing safety procedures for travelling on buses, riding bicycles, and crossing streets.

Listing common accidents or having pupils describe accidents or near accidents which they have experienced.

Discussing how some of these common accidents can be prevented.



Grade

## 5

## UNIT II

PERSONAL DEVELOPMENT AND MENTAL  
HEALTH

## General Objective:

To help the child acquire a sense of belonging and adequacy so that he can adjust to the demands of daily life and establish satisfactory relationships with others.

## Specific Objective:

The child learns to adjust to the demands of daily living.

## Code For References:

A<sub>4</sub> pp. 16-17

A<sub>5</sub> pp. 32, 99

A<sub>6</sub> pp. 12-13, 180-181, 211, 215

B<sub>5</sub> pp. 6-16, 42-52

C<sub>2</sub> Chapter 2

## Filmstrips:

PK 2756 Sharing with Others  
PK 2757 Playing Fair  
PK 2758 Sticking to Your Job  
PK 2759 New Friends - Good Friends  
PK 2761 Taking Care of Your Things

## Concepts to Develop

## I. STANDARDS FOR ACCEPTABLE BEHAVIOR:

- A. Self-control.
- B. Honesty.
- C. Consideration.
- D. Sportsmanship, etc.

## II. ADJUSTMENT TO FACING DIFFICULTIES SQUARELY:

- A. Anger.
- B. Fears.
- C. Other negative emotions.

## III. IMPORTANCE OF FACING REALITY:

- A. Ways people avoid reality:
  - 1. Lying.
  - 2. Rationalizing.
- B. Compensating.

## IV. APPRECIATION OF QUALITIES AND RESPONSIBILITIES OF LEADERSHIP AND OF BEING A GOOD FOLLOWER

## V. RESPECT FOR SELF AND OTHERS

## VI. IMPORTANCE OF BEING A WORTHY EXAMPLE TO YOUNGER CHILDREN

Suggested Treatment	Teacher's Notes
<p>Relate acceptable behavior to growing up. Look for opportunities to show initiative and use own judgement.</p> <p>Discuss adjustment problems of boys and girls. Common problems - develop solutions. Anger - cause and how it could have been handled acceptably. Discuss how to overcome fears.</p> <p>Discuss facing situations as they come and as they are. Ways of adjusting to situations, such as unexpected changes in plan. Study Kipling's "If".</p> <p>Describe desirable qualities in people. Read stories about sportsmanship.</p> <p>Discuss:  Ways to develop self-respect.  How to be true to one's self.  Qualities that gain the respect of others.  Write: "Someone I Respect and Admire".</p> <p>List the kinds of behavior that younger children admire. Discuss the values of showing consideration toward the younger children.</p>	



Grade

**5**

## UNIT III

## CLEANLINESS AND PERSONAL

## APPEARANCE

## POSTURE

## General Objective:

To develop those attitudes and appreciations which encourage continued improvement in an acceptable appearance, cleanliness and correct posture.

## Specific Objective:

The child learns about the importance of good posture.

## Code For References:

A<sub>5</sub> pp. 104, 108, 142

B<sub>4</sub> pp. 109-111, 139

B<sub>5</sub> pp. 206-207

C<sub>2</sub> Chapter 1

## Film:

T 559 Posture Habits

## Filmstrip:

PK 1607 Your Bones and Muscles

## Concepts to Develop

## I. INFORMATION ABOUT THE BODY'S FRAMEWORK:

- A. The effects of poor posture on body functions.
- B. The functions of bones, muscles, ligaments and tendons.

## II. RELATIONSHIP BETWEEN FATIGUE AND POSTURE:

- A. The increase of fatigue and the interference with functions of the internal organs.


## III. EFFECTS OF SHOES ON POSTURE:

- A. Fit, type, condition.

## IV. EFFECTS OF POSTURE ON APPEARANCE:

- A. Effects of feelings on appearance and posture.

## V. EFFECTS OF POOR POSTURE ON BREATHING AND DIGESTION

Suggested Treatment	Teacher's Notes
<p>Observe a chart of the human skeleton. Discuss the major structural parts, including the spine, as these relate to posture.</p> <p>Discuss the factors influencing posture, adequate sleep, rest, food and outdoor activities.</p> <p>Discuss the types of shoes which provide protection and comfort.  List different types of shoes and discuss occasions when each kind would be appropriate.  Study a picture that shows the structure of the foot. Discuss the parts and their functions.  The need for exercise of the feet and how shoes restrict movement.  How socks which are too small may injure the feet.  Stand on a piece of paper. Outline the foot and outline the shoe. Compare the two outlines.</p> 	

## UNIT IV

## BODY STRUCTURE AND FUNCTION

## RESPIRATORY SYSTEM

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the basic structure and function of the respiratory system and to utilize this knowledge in the development of sound breathing habits.

## Code For References:

A<sub>4</sub> pp. 134-137

A<sub>5</sub> pp. 114-118

B<sub>5</sub> pp. 182-197

C<sub>2</sub> Chapter 7

## Filmstrips:

PK 2163 How You Breathe

P 263 How We Breathe

## Concepts to Develop

## I. FUNCTION:

- A. Breathing brings oxygen into the lungs and pushes carbon dioxide out.

## II. STRUCTURE:

- A. Nose - filter.
- B. Windpipe (trachea).
- C. Bronchial tubes.
- D. Lungs.
- E. Air sacs - blood is oxygenated, decarbonated.
- F. Diaphragm.

## III. INFECTIONS:

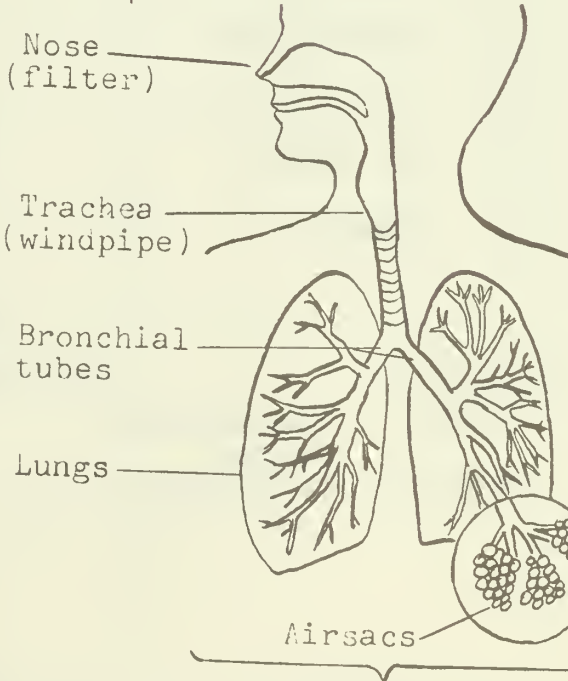
- A. One of the easy accesses for germs to get into the body.
- B. Colds.
- C. Pneumonia, bronchitis.
- D. Tuberculosis (X rays).

## IV. DEFECTS:

- A. Improper breathing:
  - 1. Poor posture decreases capacity of lungs for air and leaves a residue of poor air.
  - 2. Mouth breathing bypasses filter protection.

## V. PROTECTION:

- A. Clean handkerchief.
- B. Cover coughs and sneezes.
- C. Dress to suit the weather, etc.

Suggested Treatment	Teacher's Notes
<p>Experiment with limewater test for <math>\text{CO}_2</math>.</p> <p>Observation and discussion of diagram(s) of respiratory system.</p> <p>Discussion led by school nurse or doctor.</p> <p>Practice of good posture habits. Exercises in physical education which promote sound breathing practices.</p>	
<p>Display of posters or actual poster making on this theme.</p>	

## UNIT V

## BODY STRUCTURE AND FUNCTION

## SKELETON AND MUSCLES

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the basic structure and function of the skeleton and muscles and develops habits beneficial to sound growth of the two systems.

## Code For References:

A<sub>4</sub> pp. 12, 122-127

A<sub>5</sub> pp. 103-106

B<sub>4</sub> pp. 104, 106

B<sub>5</sub> pp. 12, 127-129

B<sub>6</sub> pp. 166-181

C<sub>2</sub> Chapter 8

## Filmstrips:

PK 1607 Your Bones and Muscles

PK 2176 Your Muscles

## Concepts to Develop

## I. SKELETON:

## A. Function of:

1. Forms a framework of bones which support the body.

## B. Structure of:

1. Bone is made of living tissue.
2. Major bones - skull, spine, shoulder blade, ribs, collar-bone, breast bone, upper and lower arm bone, hip bone, pelvis, leg bones; bones of fingers, feet, etc. (Deal with purpose of each very simply.)
3. Joints:
  - a. Hinge joints - elbows, knees, fingers, toes.
  - b. Ball and socket joints - shoulder, hip.
  - c. Deal with workings of each.

## II. MUSCLES:

## A. Functions of:

1. Protective covering and control of body movement.

## B. Structure of:

1. Composed of cells or thread-like fibres which form bundles - bundles bound together to form muscle.
2. Voluntary muscles:
  - a. Under conscious control, e.g., arm and leg movement.
  - b. Muscles and bones work in pairs - contracting and relaxing to move parts of the body.
3. Involuntary muscles:
  - a. Not under conscious control.
  - b. Examples: heart, stomach, body systems.

## III. CARE OF SKELETAL AND MUSCULAR SYSTEMS:

## A. Exercise and rest to strengthen muscles.

## B. Proper diet:

1. Proteins, calcium, Vitamins A and D.

## C. Proper posture.



Suggested Treatment	Teacher's Notes
<p>Discussion and display of diagrams of skeleton.</p> <p>Observation and discussion of animal skeletons or parts thereof.</p> <p>Observation of actual samples from animal work.</p> <p>Sing "O Dem Bones".</p> <p>Investigation through discussion and simple diagrams.</p> <p>Exercises designed to improve muscular coordination and posture (physical education).</p>	

## UNIT VI

## DENTAL HEALTH

## STRUCTURE AND FUNCTION

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns about the structure and function of teeth.

## Code For References:

A<sub>5</sub> p. 160

B<sub>4</sub> pp. 122, 175-176

B<sub>5</sub> pp. 74-89

B<sub>6</sub> pp. 85-88, 104, 120-121, 202-203

C<sub>2</sub> Chapter 9

## Film:

T 4003 Gateway to Health

## Filmstrip:

PK 3537 Your Teeth and Their Care

## Concepts to Develop

## I. STRUCTURE OF TOOTH:

## A. External:

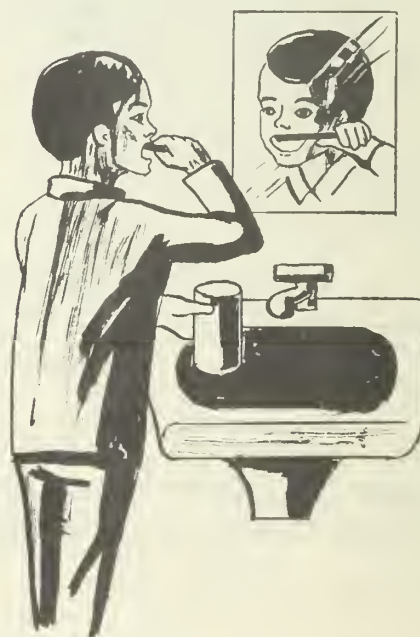
1. Crown.
2. Neck.
3. Root.

## B. Internal:

1. Enamel.
2. Dentine.
3. Pulp.
4. Nerves.
5. Blood Vessels.

## II. TYPES OF TEETH:

- A. Biting or cutting - incisors.
- B. Holding or tearing - cuspids.
- C. Breaking or crushing - bicuspids.
- D. Grinding - molars, wisdom teeth.
- E. Arrangement of teeth in the mouth.





Grade

5

## UNIT VII

## DENTAL HEALTH

## CARE OF THE TEETH

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns about the causes and prevention of dental deficiencies.

## Code For References:

A<sub>5</sub> pp. 159-164

B<sub>4</sub> pp. 122, 175-176

B<sub>5</sub> pp. 74-89

B<sub>6</sub> pp. 85-88, 104, 120-121, 202-203

C<sub>2</sub> Chapter 9

## Filmstrips:

P 2655 Save Those Teeth  
PK 1684 The Use of the Toothbrush  
PK 2379 Care of the Teeth

## Concepts to Develop

## I. TOOTH DECAY:

- A. Caused by break in enamel.
- B. Cavity gets larger.
- C. May cause other body sickness.

## II. REDUCTION OF TOOTH DECAY:

- A. Right foods.
- B. Keeping teeth clean.
- C. Avoid too many sweet foods.
- D. Visits to dentists.

## III. FUNCTION OF DENTIFRICES:

- A. Selection vs. advertisement.

## IV. WHOLESOME ATTITUDE TOWARD CORRECTIVE BANDS

## V. CAUSE OF INFECTION OF THE MOUTH:

- A. Bleeding gums.
- B. Abscesses.

## VI. IMPORTANCE OF CARE OF GUMS

Suggested Treatment	Teacher's Notes
<p>Use an apple with a bruised spot and observe it over a period of time to see how decay spreads.</p> <p>Discuss foods that clean the teeth such as apples, carrots and celery.</p> <p>Discover the detergent effects of an apple by eating a cracker and then a piece of apple.</p> <p>List the types of foods and beverages which have harmful effects on the teeth.</p> <p>Evaluate advertisements of dentifrices and toothbrushes: function of, ad claims, how to choose.</p> <p>Emphasize the fact that other children may have similar defects and that corrective measures are both necessary and helpful (regarding bands).</p> <p>Discuss: Neglect as a factor of mouth infection. How dental infections may affect other parts of the body. Purpose of X rays in dental examination.</p> <p>Discuss and list ways to care for the gums. Discuss chewing hard foods thoroughly to aid in keeping the gums healthy. Read about early explorers and sailors regarding gum infection. Discuss brushing of teeth with colored disclosure solution.</p>	



## UNIT VIII

## HEALTH HABITS AND ATTITUDES

## SAFETY (FIRE)

## General Objective:

To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

## Specific Objective:

The child learns to be aware of fire hazards.

## Code For References:

A<sub>4</sub> p. 82

A<sub>6</sub> pp. 89-90, 94

B<sub>4</sub> pp. 24-25, 30-31

B<sub>5</sub> pp. 29-30

C<sub>2</sub> Chapter 4

*Teacher's Manual for Fire Prevention*, Department of Education

## Filmstrips:

P 1999 Science of Fire Prevention

PK 2563 Flashy, the Firebug

## Concepts to Develop

## I. FIRE DRILLS AT SCHOOL:

- A. Held once a month.
- B. Trains children in a quick and efficient way to get out of a burning building.
- C. Reasons for closing doors, windows, etc., during drill.

## II. FIRE PREVENTION ABOUT THE HOME:

- A. Homes should be free of:
  - 1. Incorrect or worn wires.
  - 2. Rubbish collections and debris.
- B. Matches should be stored in a metal container.
- C. Gasoline should not be stored in a home.
- D. Children should not start bonfires or play around them.

## III. FIRES EXIST ONLY IF HEAT, AIR AND FUEL ARE PRESENT

## IV. FIRES SHOULD BE REPORTED IMMEDIATELY BY TELEPHONE OR BY THE FIRE ALARM BOX

## V. CLOTHING ON FIRE SHOULD BE SMOTHERED WITH A BLANKET OR A RUG, OR BY ROLLING ON THE GROUND

Suggested Treatment	Teacher's Notes
<p data-bbox="49 302 763 367">Discuss the plan for the whole school. Plan alternate routes.</p> <p data-bbox="49 629 791 694">Complete a home fire hazard checklist and make as many corrections as possible.</p> <p data-bbox="49 1093 770 1158">Experiment with removing one or more of heat, air or fuel.</p> <p data-bbox="49 1365 847 1467">Take a trip to the fire station in your community. Have firemen visit the school and explain how to use extinguishers and fire alarm boxes.</p> <p data-bbox="49 1682 735 1747">Demonstrate how fires may be smothered with thick cloth.</p>	

## UNIT IX

## PREVENTION AND CONTROL OF DISEASE

## General Objective:

To develop in the child attitudes, appreciations, understandings and worthwhile healthful practices which contribute to the protection and promotion of his own health and the health of the community.

## Specific Objective:

The child learns the importance of preventing and controlling disease.

## Code For References:

A<sub>4</sub> pp. 152-161

A<sub>5</sub> pp. 205-213

A<sub>6</sub> pp. 59-61, 64-67, 71-72

B<sub>4</sub> pp. 166-177

B<sub>5</sub> pp. 68-69, 98, 110, 112, 192-194

B<sub>6</sub> pp. 135-141, 146-156, 163, 207

C<sub>2</sub> Chapter 6

## Filmstrips:

PK 2394 Good Health Ahead  
 PK 2236 Keeping Ourselves Healthy  
 PK 2238 Controlling Germs

## Concepts to Develop

## I. IMPORTANCE:

## A. Rest.

1. Ways to help the body: resistance to disease, including the avoidance of overfatigue.
2. Why one may be more susceptible to disease when he is tired.

## B. Food.

## C. Cleanliness.

1. The following help destroy bacteria: soap and water, pasteurization, sterilization, light and air.

## D. Immunization.

1. How one develops immunity by having a disease.

## E. Periodic Health Examinations.

1. Relationship between periodic health examinations and prevention of disease.

## II. CAUSES AND SPREAD OF DISEASE:

- A. Reasons for taking care of one's self at the beginning of an illness.

## III. CAUTIONS REGARDING THE USE OF MEDICINES AND DRUGS:

- A. Uses and misuses of medicines and drugs.



## UNIT X

## FIRST AID

## General Objective:

To help children recognize situations involving hazards, to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

## Specific Objective:

The child learns when and how to administer first aid for minor accidents.

## Code For References:

A<sub>5</sub> pp. 80-82

A<sub>6</sub> pp. 94-99

B<sub>4</sub> pp. 29-30, 67

B<sub>5</sub> pp. 35-36, 179

B<sub>6</sub> pp. 32-36

C<sub>2</sub> Chapter 10

## Film:

T 931 First Aid Fundamentals

## Filmstrips:

P 3412 Your Responsibilities in First Aid

P 3413 Bleeding and Shock

P 3414 Artificial Respiration

P 3415 Bone, Muscle and Joint Injuries

P 3416 Dressings and Bandages

P 3417 Wounds

P 3418 Transportation of the Injured

P 3419 Common Medical Emergencies

P 3420 Injuries Caused by Heat and Cold

*First Aid Manual*, Canadian Red Cross Society

## Concepts to Develop

## I. CAUSES AND GENERAL TREATMENT OF:

- A. Bleeding.
- B. Fainting.
- C. Infected wounds.
- D. Insect bites or stings.
- E. Nosebleeds.
- F. Severe stomachache.
- G. Choking.
- H. Poisons.
- I. Electrical shock.
- J. Foreign objects in the eye.
- K. Shock.

## II. RECOGNIZING AND DEALING WITH EMERGENCY SITUATIONS:

- A. How to get emergency help:
  1. Ambulance.
  2. Police, etc.





## Suggested Treatment

## Teacher's Notes

Discuss the general causes of each suggested eventuality.

Read about causes.

Talk about personal experiences.

Discuss, demonstrate and pantomime treatment situations.



## UNIT XI

## HEALTH HABITS AND ATTITUDES

## SAFETY (WATER)

## General Objective:

To help children recognize situations involving hazards, to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

## Specific Objective:

The child learns proper behavior and attitudes toward water safety.

## Code For References:

A<sub>4</sub> p. 81

A<sub>5</sub> pp. 60-62

A<sub>6</sub> pp. 82-84, 95

B<sub>4</sub> p. 27

C<sub>2</sub> Chapter 5

## Alberta Safety Council

Kit of Elementary Booklets on Water Safety.

## Films:

TK 1540	Be Water Wise
TK 1539	Boating and Good Sense
PHT 295	I'm No Fool In Water

## Concepts to Develop

## I. SAFETY RULES FOR ALL SWIMMERS:

- A. Do not swim alone.
- B. Do not swim when you are tired or chilled or overheated.
- C. Never jokingly call for help. (Wolf! Wolf!)
- D. Stay in the area that is supervised by a lifeguard.
- E. Avoid swimming during electrical storms.
- F. Avoid swimming in the dark.
- G. Dive only in places clearly intended for diving.

## II. SAFETY WHEN BOATING:

- A. Know capacity of boat.
- B. Stay seated in small boats.
- C. Do not boat if there are signs of a storm coming.
- D. If the boat should upset, try to hang on to the side of it to keep afloat.
- E. Safety equipment - jackets, lights, etc.

## III. SAFETY ON ICE:

- A. Spring breakup.
- B. How thick the ice should be before one person, small group, large group, could safely go on it.

## Suggested Treatment

## Teacher's Notes

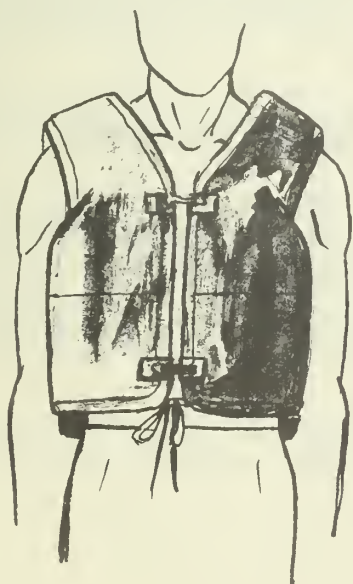
Make a list of rules for water safety.

Discuss the "Buddy System" of water safety and the importance of learning to swim.

What safety equipment should each boat have?

Traffic safety for boats.

Discuss the possible situations which might cause a boat to capsize.



Grade

6

## UNIT I

## CLEANLINESS AND PERSONAL

## APPEARANCE

## REST, RELAXATION AND SLEEP

## General Objective:

To develop those attitudes and appreciations which encourage continued improvement in an acceptable appearance, cleanliness, and correct posture.

## Specific Objective:

The child learns greater responsibility in allocating his time.

## Code For References:

B<sub>5</sub> pp. 85, 108, 153-154,  
175, 188

B<sub>6</sub> pp. 103, 200-201

C<sub>3</sub> Chapter 1

## Filmstrip:

P 2654 Sleep for Health

## Concepts to Develop

## I. RECOGNITION OF INDIVIDUAL SIGNS OF FATIGUE:

- A. Signs of fatigue.
- B. The effects of overfatigue.

## II. STANDARDS FOR SLEEP:

- A. Loose bedtime clothing.
- B. Firm, flat bed.
- C. Soft, low pillow.
- D. Regular bedtime.
- E. Adequate ventilation.
- F. Adequate sleep.

## III. IMPORTANCE OF RELAXATION:

- A. Values of relaxation.
- B. The body process of rebuilding tissue and renewing vitality during periods of sleep and relaxation.

## IV. OPPORTUNITIES AND WAYS TO RELAX:

- A. Change of activity.
- B. When to relax.
- C. How to relax.

Suggested Treatment	Teacher's Notes
<p>Observe and list personal signs of fatigue during the day.</p> <p>Find out and report about sleep schedules of athletes.</p> <p>Discuss the importance of being clean before going to bed.</p> <p>List activities and conditions that interfere with sleep and rest at home. Discuss how these may be controlled.</p> <p>Demonstrate lying in various positions with and without a pillow.</p> <p>Keep a record for one week to show the time spent in school, the time for exercise and the time for sleep. Make a line graph.</p> <p>Discuss ways to budget time. Make a schedule for twenty-four hours.</p> <p>Invite the school nurse to explain the relationship between rest and resistance to disease.</p> <p>Discuss the custom of the siesta or midday rest in various countries.</p> <p>Do relaxation exercises.</p> <p>Listen to quiet music during or after lunch.</p> <p>Discuss the effects of various types of music in relation to rest and sleep.</p> <p>Report about the ways in which muscles work and rest.</p> <p>Report on the history of the clock. Make a sundial.</p> <p>Find out about the length of day for different seasons.</p>	



Grade

6

## UNIT II

PERSONAL DEVELOPMENT AND MENTAL  
HEALTH

## General Objective:

To help the child acquire a sense of belonging and adequacy so that he can adjust to the demands of daily life and establish satisfactory relationships with others.

## Specific Objective:

The child learns to adjust to the demands of daily life.

## Code For References:

A<sub>6</sub> pp. 10-15, 25-32, 128-129

B<sub>6</sub> pp. 6-20, 42-57, 182-197

C<sub>3</sub> Chapter 2

## Film:

T 620 Your Family

## Concepts to Develop

## I. ANALYSIS OF PEEP-GROUP RELATIONSHIPS:

A. Standards of group behavior.

II. SATISFACTIONS FROM COOPERATIVE  
PLANNING, WORKING AND PLAYING

## III. SKILL IN SOLVING INDIVIDUAL PROBLEMS

IV. ESTABLISHMENT OF ACCEPTABLE  
EMOTIONAL PATTERNS:

- A. How emotions help people get things done.
- B. When emotions may become harmful.
- C. Ways of controlling emotions, such as change of activity, "counting to ten".

V. STIMULATION OF INTEREST IN FORMING  
WORTHWHILE PERSONAL GOALS

## VI. APPRAISAL OF INDIVIDUAL STUDY HABITS:

- A. Discuss preparation for successful study.
- B. Discuss and list desirable ways to study.

Suggested Treatment	Teacher's Notes
<p>Debate standards for group behavior. List and evaluate reasons for joining a group, club, or "gang".</p> <p>Discuss different groups - autocratic, laissez-faire, democratic. Increased achievements and satisfactions from activities performed in groups.</p> <p>Discuss how everyone has problems and must solve them or adjust to them. How it helps to talk over a personal problem with a friend. Discuss the value of writing out a serious personal problem and thinking over possible solutions before taking action.</p> <p>Discuss what is meant by worthwhile personal goals, including the importance of short-term objectives in achieving long-term goals. Read and discuss <i>For Very Young Philosophers Only</i> by Will Durant. Write about a personal goal. List steps necessary to attain the goal.</p> <p>Role-play desirable and undesirable situations for studying. Include preparation, equipment, materials, etc.</p>	

## UNIT III

## BODY STRUCTURE AND FUNCTION

## EYE

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the structure of the eye and how to care for it.

## Code For References

A<sub>5</sub> p. 44

B<sub>5</sub> pp. 92-103

C<sub>3</sub> Chapter 4

## ✓ Pamphlet:

Eye Care, Department of Health

*Classroom Aids for Teachers*

Alberta Optometric Association  
Pamphlets

## ✓ Film:

T 530 Your Eyes

## ✓ Filmstrips:

PK 3538 Your Eyes at Work  
P 1063 Eyes and Their Care  
PK 3154 You and Your Eyes ✓  
(Disney)

## I. FUNCTION:

- A. Review Grade IV concepts (the sense of sight).
- B. Retina and optic nerves.
- C. Images travel on light waves, straight line.
- D. Peripheral vision.

## II. STRUCTURE:

- A. Review Grade IV.
- B. Cross section of the eye - the various parts simply.

## III. CARE AND PROTECTION:

- A. Bone that surrounds the eye.
- B. Function of the tears - physically and emotionally.
- C. Importance of good light - eyestrain.
- D. Nutrition and vision - relation between (Vitamin A).

## IV. INFECTION:

- A. Sore and inflamed eyes.
- B. Common eye diseases - pinkeye, measles (effect on eyes), styes, colds.
- C. Infections from dirt, rubbing, foreign bodies, etc.

## V. EYEGLASSES:

- A. From personal development viewpoint.
- B. Astigmatism.
- C. Strabismus.
- D. Blindness.

## VI. SERVICES:

- A. Eye examinations.
- B. 20/20 vision.
- C. Snellen Eye Chart.

Suggested Treatment	Teacher's Notes
<p>(This unit should be correlated with the science unit on light.)</p> <p>Discuss the sensitivity of the retina to the spectrum; the optic nerve as the message carrier to the brain.</p> <p>Experiment with light beams. ✓</p> <p>Experiment with peripheral vision. ✓ Try to discover the blind spot.</p> <p>Illustrate the various parts of the eye and their function in the sense of sight.</p> <p>Examine the skeleton of an animal.</p> <p>Conditions for observing television:</p> <p>Distance from screen (number of feet).</p> <p>Size of screen in inches.</p>	

Grade

6

## UNIT IV

## BODY STRUCTURE AND FUNCTION

## EAR

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the importance of the ear and how to care for it.

## Code For References:

B<sub>4</sub> pp. 70-83

B<sub>6</sub> p. 149

C<sub>3</sub> Chapter 5

## Film:

T 395 Your Ears

## Filmstrips:

PK 3539 Your Ears at Work  
P 1419 Ears and Hearing  
PK 3155 You and Your Ears (Disney)

## Concepts to Develop

## I. FUNCTION OF THE EAR:

- A. Review of Grade IV.
- B. Balance.
- C. To gather sound waves and conduct them to the brain for interpretation.

## II. SOUND WAVES.

- A. Caused by vibrations.
- B. Vibrations are of different speeds:
  - 1. Measured in vibrations per second.
  - 2. The more vibrations per second the higher the pitch.
  - 3. Conversation pitch ranges from 200-3000 vibrations per second.
- C. Nerve endings in the ear are sensitive to different pitches.
- D. Sounds vary in loudness as well as in pitch, depending on the strength of the vibrations.

## III. STRUCTURE OF THE EAR:

- A. Outer Ear:
  - 1. Made of cartilage.
  - 2. Auditory canal leads to middle ear - lined with hair and wax.
  - 3. Purpose - to catch sound waves.
- B. Middle Ear:
  - 1. Eardrum stretched over auditory canal at entrance to middle ear.
  - 2. Chain of bones across middle ear cavity - hammer, anvil and stirrup.
  - 3. Eustachian Tube - lets air in and out of middle ear to equilibrate pressure on both sides of the eardrum.
- C. Inner Ear:  
See Section IV, HOW WE HEAR.

(Continued Over)



Suggested Treatment	Teacher's Notes
<p>(This unit should be correlated with the science unit on sound.)</p> <p>Experiment with tuning fork, drums, striking metal, wood, leather, etc., to produce different vibrations and strength of vibrations. Compare (subjectively) the pitch of different sounds - discuss vibrations per second - comparatively.</p> <p>Experience in sounds of different "loudness" - discuss strength of vibrations.</p> <p>Fill a pan with water - drop a seed into it - observe ripples, count and time ripples as they appear. Drop a heavier object into the water, note strength of ripples.</p> <p>Fill jars (to different levels) with water - strike jars and note pitch.</p> <p>Trace by means of a diagram, discussing function of each part.</p> <p>(Continued Over)</p>	

Grade

6

Concepts to Develop

UNIT IV

BODY STRUCTURE AND FUNCTION

EAR

(Continued)

Sources of Information

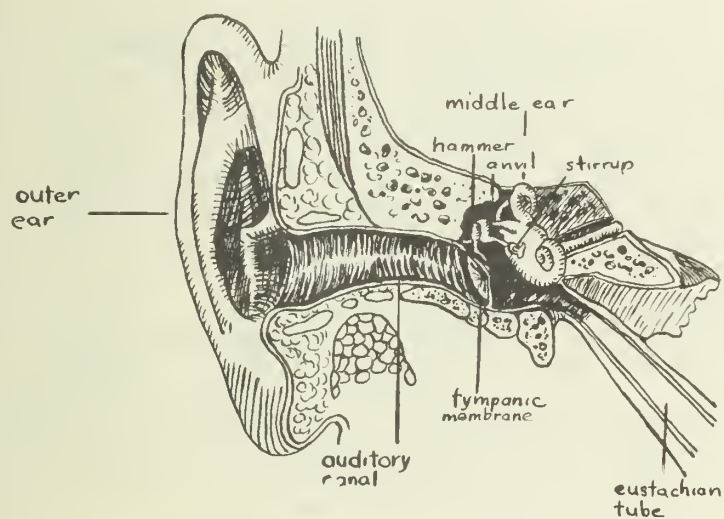
Pamphlet:  
Ear Trouble, Department of  
Health

- IV. HOW WE HEAR:
- A. Outer ear catches sound waves.
  - B. Sound waves travel down auditory canal.
  - C. Starts the eardrum vibrating.
  - D. Travels through chain of bones - strengthens vibrations.
  - E. Waves pass through liquid in cochlea.
  - F. Movement of liquid causes nerve endings to send message through auditory nerve to the brain.
  - G. Brain interprets message and we hear.
- V. CARE OF THE EAR:
- A. Review Grade IV.
  - B. Keep outer ear free of wax.
  - C. Avoid infection.
    - 1. Eustachian tube can carry infection from nose and throat - can cause pain and deafness.
    - 2. Care in nose blowing.
  - D. Removal of diseased tonsils.
  - E. Hearing Aids:
    - 1. Some placed in outer ear to strengthen sound waves.
    - 2. Others placed behind ear.
      - a. Sound waves sent directly to inner ear - bypass damaged middle ear.

## Suggested Treatment

## Teacher's Notes

Discuss microphone - intensifies vibrations.



## UNIT V

## BODY STRUCTURE AND FUNCTION

## NERVOUS SYSTEM

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the importance of the nervous system to a happy and well-adjusted person.

## Code For References:

A<sub>4</sub> pp. 52-53, 128, 129

A<sub>5</sub> pp. 92-93, 124-131, 175

A<sub>6</sub> pp. 130, 144

B<sub>5</sub> pp. 62, 95, 149-151,  
162-191

C<sub>3</sub> Chapter 6

## Filmstrip:

PK 2166

Your Body's Message  
System

## Concepts to Develop

## I. FUNCTION:

- A. To carry messages.
- B. To control body processes.
- C. To think and remember.
- D. To warn the body of danger.

## II. STRUCTURE:

- A. Brain - main control center (speech, hearing, vision, body movements, etc.) protected by skull.
- B. Spinal cord - extends down from the brain; controls and connects the brain with other parts of the body; controls reflex actions.
- C. Nerves - spread like a white network throughout all parts of the body; connect the brain and spinal cord with all parts of the body. Composed of nerve cells (sensory - messages to brain; motor - from central system to body).
- D. Types of control:
  - 1. Reflexes - occur without thought process.
  - 2. Systems over which individual has no control, e.g., heartbeat and digestion.
  - 3. Thought processes.

## III. HABITS:

- A. Thumb-sucking, nail-biting, etc.
- B. May become engrained in nervous system without thought process.

## IV. CARE OF NERVOUS SYSTEM:

- A. Relaxation - hobbies.
- B. Diet.
- C. Avoidance of worry, stress, strain, etc.
- D. Avoidance of nerve stimulant.
- E. Emotions.

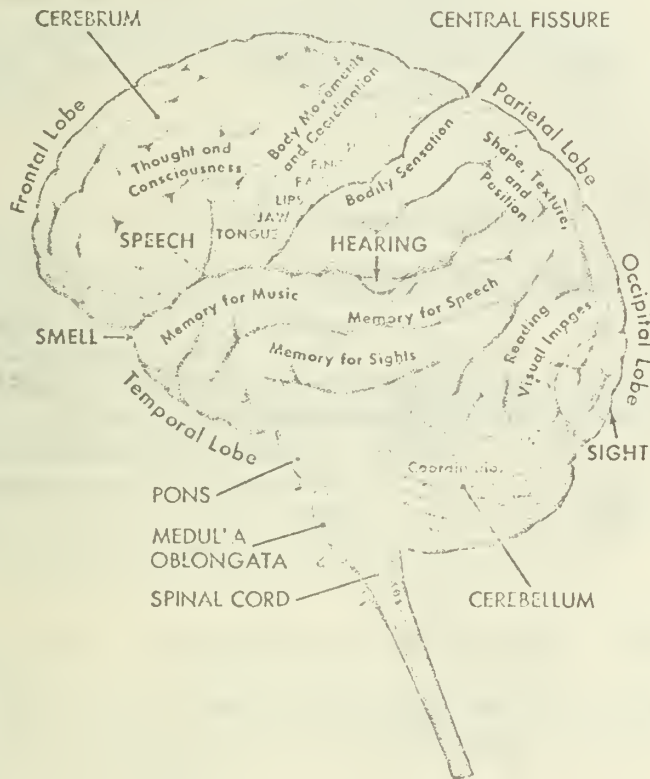
Suggested Treatment

Teacher's Notes

Experiment with reflex actions.

Discuss various examples of danger warnings, e.g., pain, fear.

Observe and discuss a simple diagram of the nervous system.  
Discuss effect of extremes of heat and cold.



Display of hobbies.  
Physical Education games conducive to relaxation and emotional release.



Grade

6

## UNIT VI

## BODY STRUCTURE AND FUNCTION

## NOSE AND THROAT

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child furthers his understanding of the nose and throat and how to care for them.

## For References:

B<sub>4</sub> pp. 54-62, 172

B<sub>5</sub> pp. 184-185

B<sub>6</sub> pp. 34-35, 149

C<sub>3</sub> Chapter 7

## Film:

T 1267 Learning About Your Nose

## Filmstrip:

PK 2653 The Common Cold

## Concepts to Develop

## I. STRUCTURE AND FUNCTION:

- A. Nostrils - air enters.
- B. Tiny hairs - catch dust, dirt.
- C. Tonsils - catch germs.
- D. Tube - connects to ear.
- E. Tube - connects to stomach.
- F. Windpipe - lungs.

## II COMMON DISEASES:

- A. Colds - could lead to something more serious.
- B. Sore throat - could indicate infected tonsils, measles, etc.
- C. Earache - tube to ear - bacteria.

## III. CARE OF COLD:

- A. Eat lightly, drink abundantly.
- B. Medicines prescribed by a doctor.
- C. Extra rest.
- Keep away from other people.
- Avoid extremes of temperature.

Suggested Treatment	Teacher's Notes
<p>Discuss, after inspection (health), the school grounds. Report findings to the class.          Discuss findings in terms of improvement.          Plan a Clean-up Day at school. Form committees to carry out the plans.          Investigate and report upon ways in which the custodian, nurse, teacher, principal and boys and girls help in the sanitation of the school.</p> <p>Discuss standards and regulations for public eating places.          Ask a school cafeteria worker to tell the class why she must wear clean clothes and a cap or hair-net while preparing food.</p> <p>List the names of voluntary health agencies.          Discuss sources of funds of voluntary health agencies.</p> <p>Make a list of available community health agencies.          Discuss the difference between official and voluntary health agencies.</p> <p>List and discuss some of the health problems of concern to Canada, such as communicable diseases, sanitation, lack of health services, dental disease.          Find out ways in which Canada is working towards the solution of health problems.</p> <p>Make a list of names of some of the great health heroes.          Read and report about outstanding men and women who have contributed to the prevention and control of disease.          Make up some "Who was he?" riddles for a quiz program about health heroes and their discoveries.          Read about famous explorers and the health problems they faced.          Make a time line showing advances of medicine.</p>	

## UNIT VIII

## FOODS AND NUTRITION

## General Objective:

To develop the acquisition of good food habits, understandings, attitudes and appreciations as they affect the child's health.

## Specific Objective:

The child learns of his own responsibility in developing good food habits and attitudes.

## Code For References:

A<sub>4</sub> pp. 26-42

A<sub>5</sub> pp. 39, 118-123

A<sub>6</sub> pp. 102-125

B<sub>5</sub> pp. 82-83, 110-119,  
132-135

B<sub>6</sub> pp. 58-109

C<sub>3</sub> Chapter 11

## Film:

T 822 Good Table Manners

## Filmstrips:

PK 3540 Your Food and  
Digestion

PK 2763 Food and Good Health

P 1727 Fundamentals of Diet

## Concepts to Develop

- I. FOOD NUTRIENTS IN AN ADEQUATE DIET: PROTEINS, FATS, CARBOHYDRATES, VITAMINS, MINERALS
- II. CANADA'S FOOD RULES (See BACK cover.)
- III. IMPORTANCE OF QUIET ACTIVITIES IMMEDIATELY BEFORE AND AFTER MEALS
- IV. CONTRIBUTIONS TO HAPPY FAMILY MEALTIMES: HELPFULNESS, TABLE MANNERS, CONVERSATION
- V. EFFECTS OF EMOTIONS ON SELECTION AND DIGESTION OF FOODS
- VI. RELATIONSHIP BETWEEN ADEQUATE DIET AND WEIGHT:
  - A. Starches and sugars.

Suggested Treatment	Teacher's Notes
<p>Discuss, after inspection (health), the school grounds. Report findings to the class.          Discuss findings in terms of improvement.          Plan a Clean-up Day at school. Form committees to carry out the plans.          Investigate and report upon ways in which the custodian, nurse, teacher, principal and boys and girls help in the sanitation of the school.</p> <p>Discuss standards and regulations for public eating places.          Ask a school cafeteria worker to tell the class why she must wear clean clothes and a cap or hairnet while preparing food.</p> <p>List the names of voluntary health agencies.          Discuss sources of funds of voluntary health agencies.</p> <p>Make a list of available community health agencies.          Discuss the difference between official and voluntary health agencies.</p> <p>List and discuss some of the health problems of concern to Canada, such as communicable diseases, sanitation, lack of health services, dental disease.          Find out ways in which Canada is working towards the solution of health problems.</p> <p>Make a list of names of some of the great health heroes.          Read and report about outstanding men and women who have contributed to the prevention and control of disease.          Make up some "Who was he?" riddles for a quiz program about health heroes and their discoveries.          Read about famous explorers and the health problems they faced.          Make a time line showing advances of medicine.</p>	

Grade

6

## UNIT VIII

## FOODS AND NUTRITION

## General Objective:

To develop the acquisition of good food habits, understandings, attitudes and appreciations as they affect the child's health.

## Specific Objective:

The child learns of his own responsibility in developing good food habits and attitudes.

## Code For References:

A<sub>4</sub> pp. 26-42

A<sub>5</sub> pp. 39, 118-123

A<sub>6</sub> pp. 102-125

B<sub>5</sub> pp. 82-83, 110-119,  
132-135

B<sub>6</sub> pp. 58-109

C<sub>3</sub> Chapter 11

## Film:

T 822 Good Table Manners

## Filmstrips:

PK 3540 Your Food and  
Digestion

PK 2763 Food and Good Health

P 1727 Fundamentals of Diet

## Concepts to Develop

- I. FOOD NUTRIENTS IN AN ADEQUATE DIET: PROTEINS, FATS, CARBOHYDRATES, VITAMINS, MINERALS
- II. CANADA'S FOOD RULES (See BACK cover.)
- III. IMPORTANCE OF QUIET ACTIVITIES IMMEDIATELY BEFORE AND AFTER MEALS
- IV. CONTRIBUTIONS TO HAPPY FAMILY MEALTIMES: HELPFULNESS, TABLE MANNERS, CONVERSATION
- V. EFFECTS OF EMOTIONS ON SELECTION AND DIGESTION OF FOODS
- VI. RELATIONSHIP BETWEEN ADEQUATE DIET AND WEIGHT:
  - A. Starches and sugars.



Suggested Treatment	Teacher's Notes
<p>Find out how proteins help the body. List foods containing proteins. Test food for protein - heat food until it gives odor of burning hair or wood. Read about fats in relationship to body needs. List food containing fats. Test food for fat (grease spot on paper or blotter). Test foods for sugar or starch. Starch (iodine). Compare the foods of the early settlers with foods of the present day.</p> <p>Play detective and try to find the basic food group which has been omitted from a menu.</p> <p>List suitable activities for before and after meals. Discuss how the schedule of class activities allows for quiet activities before and after meals.</p> <p>Discuss and demonstrate acceptable table manners. Collect and exhibit pictures of attractively-set tables. Discuss ways of making foods attractive. Suitable table conversation.</p> <p>Self-control in the choice of foods. Foods used to satisfy body needs and foods used to satisfy emotional needs.</p> <p>Find the meaning of the word "calorie". Make a calorie chart to show calorie values of common food. Discuss the factors which determine the number of calories that an individual needs. Understand that fat is stored in the body when not used for fuel or energy. Discuss how sweets rob the appetite for needed food and may lead to a problem of body weight. Discuss, with the nurse, the relationship of foods to body weight.</p>	

## UNIT IX

## BODY STRUCTURE AND FUNCTION

## DIGESTIVE SYSTEM

## General Objective:

To develop the acquisition of good food habits, understandings, attitudes and appreciations as they affect the child's health.

## Specific Objective:

The child learns the importance of the digestive system.

## Code For References:

A<sub>4</sub> pp. 138-143

A<sub>5</sub> pp. 118-121

B<sub>5</sub> pp. 123-129, 132-137

B<sub>6</sub> pp. 51-52, 59-60, 64-81

C<sub>3</sub> Chapter 8

*Classroom Aids for Teachers*  
Junior Red Cross Posters

## Filmstrips:

PK 3540 Your Food and Digestion  
PK 2822 The Water We Drink  
PK 2237 Food for Health

## Concepts to Develop

## I. STRUCTURE AND FUNCTION OF:

## A. The digestive tract:

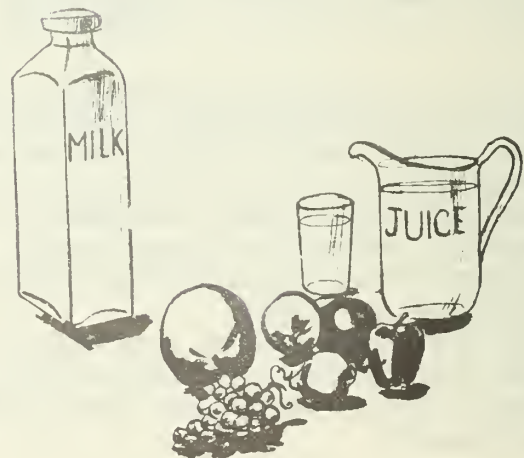
1. Mouth, teeth, saliva.
2. Tube to stomach (esophagus, stomach).
3. Function of digestive juices and related parts.

## B. The elimination of wastes: skin, lungs, kidneys, bowels.

## II. DEVELOP GOOD EATING HABITS AND TABLE MANNERS TO MAKE MEALTIME A PLEASANT EXPERIENCE

## III. FOOD EATEN BETWEEN MEALS SHOULD BE CAREFULLY SELECTED - MILK, FRUIT

## IV. RELATIONSHIP BETWEEN FEELINGS OR EMOTIONS AND THE CONSUMPTION OF FOOD



Suggested Treatment	Teacher's Notes
<p data-bbox="67 255 837 322">With the use of a flannel board show the simple parts of the digestive system.</p> <p data-bbox="67 697 719 764">Discuss and demonstrate acceptable table manners.</p> <p data-bbox="67 1064 785 1201">Discuss the effects which feelings have on digestion; self-control in the choice of foods. Foods used to satisfy body needs and foods used to satisfy emotional needs.</p>	

## UNIT X

## CIRCULATION

## General Objective:

To develop an understanding of body structure and function as a basis for healthful living.

## Specific Objective:

The child learns the structure, function, and importance of the circulatory system to the body.

## Code For References:

A<sub>4</sub> pp. 48-51

A<sub>5</sub> pp. 111-117

B<sub>5</sub> pp. 144-156, 168, 184

B<sub>6</sub> pp. 61, 62, 64, 69, 206

C<sub>3</sub> Chapter 9

*Classroom Aids for Teachers*

Alberta Heart Foundation  
publications

Metropolitan Life Insurance -  
"Your Heart"

## Concepts to Develop

## I. FUNCTION:

- A. The circulatory system transports food, water and oxygen to the cells and removes wastes such as carbon dioxide, etc.

## II. STRUCTURE

- A. The heart is a contracting muscle (pulse) that squeezes blood out through the arteries to all parts of the body.
1. Ventricle - large artery (aorta).
  2. Auricles - large veins.
  3. Capillaries - distribute blood directly to cells and collect wastes.
- B. Blood:
1. Partly liquid (water) and partly solid (red cells which give color).
  2. Red cells contain iron, enabling them to pick up oxygen.
  3. White cells (fewer in number - 9 to 600) travel by themselves in the blood - purpose is to fight germs.
  4. Liquid part called plasma - carries fuel and removes wastes.
  5. Platelets; Antibodies (simply).
  6. Formation of clots to prevent loss of blood and promote healing.

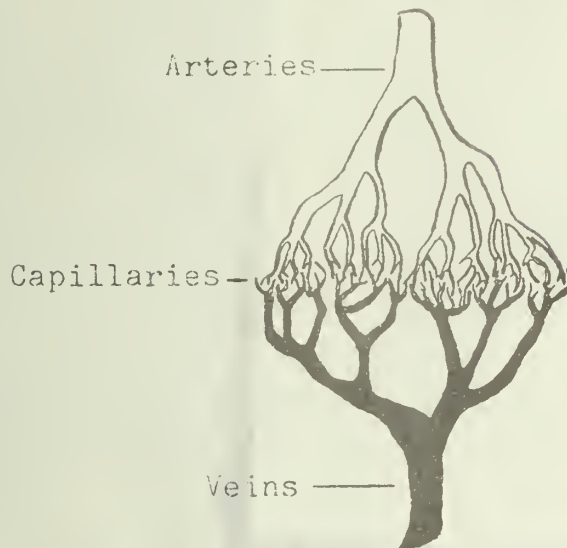
## III. TAKING CARE OF THE HEART:

- A. Rest and exercise periods.
- B. Heart rests between beats - resting or sleeping heart does not beat as fast, so allows heart to rest.

## Suggested Treatment

## Teacher's Notes

Find out the range for normal pulse. Take own pulse and compare with normal rate.  
Obtain a heart for dissection.



Read and report on the work of William Harvey on the circulation of the blood.  
Read to find out how blood is taken from a healthy person and used to help a sick or injured person.





LB 1588 C2 A313 1968  
ALBERTA DEPT OF EDUCATION  
CURRICULUM GUIDE FOR  
ELEMENTARY HEALTH --  
39840982 CURR HIST



\*000017745910\*

LB 1588 C2 A313 1968  
Alberta. Dept. of Education.  
Curriculum guide for  
elementary health. -  
39840982 CURR HIST

CURRICULUM GUIDE

**For Reference**

NOT TO BE TAKEN FROM THIS ROOM

EXCEPT WITH LIBRARIAN'S PERMISSION



